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INTRODUCTION

Consideration of Others has been developed for you, the commander. It is a tool designed to help you build unit cohesion and assist you in the complex task of leading soldiers. This vital task must be done well if we are to fulfill our primary mission: to fight and win the Nation's wars.

A military unit must excel as an organization in order to successfully accomplish its mission. As the difficulty of the mission increases, so does the need for excellence in a unit's organizational character. In the Army, we use the term "unit cohesion" to describe organizational character. This term has a great deal of value, not the least of which is its acceptance by a wide range of Army authorities as a common term of reference to use when discussing issues relating to how soldiers operate and fight as a team.

The exact term we use is not critically important. What is critically important is that our soldiers live and work in the type of organization which allows them to excel and give their total commitment to the unit's mission; to exhibit in practice the "selfless service" we value as American soldiers.

Developing, maintaining, and leading an excellent organization is hard work. Doing so, however, is the vital "pre-mission" task that precedes the successful commitment of your troops to combat. If you, the commander, commit yourself to developing both the tactical/technical competence of your soldiers and their ability and willingness to work together as a military team, then there is little or nothing any enemy can do to stand in the way of our soldiers.

Consideration of Others is a tool, which focuses on the vital linkage between the individual soldier and his or her role as a member of a military team. That linkage lies in the definition of Consideration of Others, which reads:

*"Consideration of Others is those actions that indicate a sensitivity to and
regard for the feelings and needs of others and an awareness
of the impact of one's own behavior on them..."*

This definition emphasizes that ultimately Consideration of Others involves *the awareness, the actions, and the responsibility of the individual soldier*. The capability of each of your soldiers to recognize that their attitudes, actions, and words affect others in the unit; and their willingness to take responsibility for those attitudes, actions, and words—to the point of changing them when necessary—is what Consideration of Others is all about.

METHODOLOGY

The design of Consideration of Others intentionally parallels the operational or mission planning design that commanders use daily. A key principle is that Consideration of Others must be easily and readily adaptable to each commander's priorities and each individual unit's needs. What does that mean for you? Put simply, it means that this Consideration of Others publication has been designed to provide you with concepts and assets which can be shifted or altered to enhance your own priorities based on your command assessment. The primary key to Consideration of Others execution is small-group instruction.

Consideration of Others planning parallels mission planning. If you, as a commander, were given a mission, your analysis would include many of the following steps outlined in FM 101-5.

- Conduct intelligence preparation of the battlefield.
- Determine specified, implied, and essential tasks.
- Review available assets.
- Determine constraints.
- Approve the (restated) mission.



The purpose of the Consideration of Others program is to develop or enhance positive unit cohesion. Consideration of Others planning analysis works in a parallel manner to operational mission analysis.

- Survey/assess your command.
- Identify primary or key areas of concern.

- Identify specific training needs.
- Determine priorities, first among those Consideration of Others needs, and then between Consideration of Others needs and other needs/priorities of your command.
- Identify and commit resources.
- Execute.



In every military unit there are major areas which are key to developing positive organizational character. As you survey and assess your organization, you will examine these key areas—just as you would identify key terrain features in a tactical situation. Under Consideration of Others, there are eight key areas.

- **Ethical Development - Individual & Organizational**
- **American Military Heritage**
- **Quality Individual Leadership**

- **Team Building**
- **Equal Opportunity**
- **Gender Issues**
- **Family Concerns**
- **Health, Safety, and Drug & Alcohol Abuse**

These areas definitely border on each other, and even overlap to some extent. For example, it is easily apparent that American Military Heritage should provide the context or background for everything we train or teach soldiers. Likewise, it is difficult to imagine that successful team building could take place in today's Army without a full commitment to Equal Opportunity or in the absence of Quality Individual Leadership.

The resources which commanders can potentially bring to the Consideration of Others program are extensive. At brigade or above, Equal Opportunity Advisors (EOAs) will have received training in the Consideration of Others program and may serve as overall coordinators or as instructors. Commanders at all levels have access to key NCO leaders (CSMs, First Sergeants), Chaplains, medical personnel, IG and JAG officers, or even civilian academic or professional sources. All of these could play important roles as training resources as you develop your command's unique Consideration of Others emphasis.

The primary key to Consideration of Others execution is small-group instruction. You will find that most of the suggested lesson plans call for discussion, rather than one-over-the-world lecture. You must identify facilitators or instructors to lead the small group instruction. The importance of selecting the right person is as critical as the process you use to select instructors

for other subjects in your command that contribute to mission accomplishment. You may or may not have the luxury of having trained or certified small-group facilitators available for your Consideration of Others program. *Selected leaders must be the most capable personnel available, clearly able to handle themselves appropriately in a small group setting.*

THIS PUBLICATION

In addition to this introduction, this publication contains two sections. The first section covers the eight key areas. Each key area is defined and set in a military context. Finally, suggested lesson plans pertaining to that key area are referenced.

The final section contains the suggested lesson plans themselves. *They are NOT intended to become the sole or mandatory text for classes in the areas they cover.* They may be used exactly as written; or as a starting point for local trainers to use when developing materials tailored to your specific command. *They may be replaced by other lesson plans, which apply more directly to your specific command.* Local reproduction of all materials in this publication is authorized.

The suggested lesson plans included here are only a small number of those, which have been developed throughout the Army, other Services, and the civilian community to address these topics. Printing, publication, and distribution constraints limit what is available here. However, modern electronic technology will allow the Army to create and maintain a centralized source for additional lesson plans or materials which you have developed locally or found helpful in your own training.

If you have such materials, please E-MAIL them to the Directorate of Human Resources, Office of the Deputy Chief of Staff for Personnel at DAPE-HR@HQDA.ARMY.MIL. They will be catalogued and incorporated into the Consideration of Others entry on the DCSPER home page, which can be accessed through the Army home page (<http://www.army.mil>). Please include your unit name and limit submissions to E-MAIL only (no facsimiles or other hard copy materials will be accepted).

CONCLUSION

Consideration of Others is not a "cure-all" for every organizational challenge. Your job as a commander has been, and always will be, extremely challenging. Consideration of Others is a tool to focus your assessment, orchestrate your efforts, and allow you access to the resources other commanders have used when faced with similar challenges. Additionally, many of your other required training requirements could be rolled under and captured within the parameters of Consideration of Others.

Your assessment, small group instruction, and your personal commitment and involvement in the program are the three elements which will make or break Consideration of Others in your command.

Making time for Consideration of Others in the midst of your day-by-day training and operational tempo will not be easy. Achieving excellence never is. You have, however, been given responsibility for soldiers—American's youth—who have willingly volunteered to serve this Nation.

Your soldiers have a potential for excellence unmatched by any other group of soldiers in America's history. They will not reach that potential without learning to assume responsibility for how their individual actions affect others. Consideration of Others is your means to teach them this vital professional and personal truth—that

responsibility is the key to both personal and organizational excellence. This truth will develop your soldiers into leaders of character—not only during their time in uniform but throughout their lives.

KEY AREA #1

ETHICAL DEVELOPMENT—INDIVIDUAL AND ORGANIZATIONAL

1. *The Army is a values-based institution.* We reflect the values of American society and the values of the profession of arms. These values have both individual applications (for example, personal integrity) and organizational applications (such as selfless service or obedience to the Laws of War).

2. Commanders must insure that both individual and organizational ethical climates are beyond reproach. This requires a two-fold approach.

a. The basic approach to individual ethical development lies in the identification, articulation, exploration, and internalization (by the individual soldier) of Army values and standards of conduct. So, for instance, a soldier can be taught the formal definition of integrity, discuss what it means in their own words, review what it might mean in the context of their specific military duties or personal life, and through this process internalize the value, transforming it into his or her personal standard of conduct.

b. Organizational ethical development is critically important to the Army because the nature of modern warfare demands that soldiers live, work, and fight as units. All Army training is designed to develop excellence in military arts—ethics is one of those arts. The line of approach to organization ethical development lies in identifying any policies and practices within your command which pressure (or are perceived as pressuring) soldiers and/or their leaders to act unethically.

3. This area is related to all other areas, but most particularly to Quality Individual Leadership, Team Building, and American Military Heritage.

Historical example and case study:

TESTED TO THE EXTREME

A soldier's personal integrity and sense of selfless service are severely tested in the heat of battle. And, if soldier experiences both defeat and capture by the enemy, he is tested to the extreme. Major General William F. Dean, commander of the 24th Infantry Division during the early stages of the Korean War, endured both defeat and three years as a prisoner of war (POW).

On June 25, 1950, the North Korea People's Army executed a surprise invasion of the poorly prepared Republic of Korea (ROK) and overwhelmed the ROK Army. President Harry S. Truman authorized reinforcement of the ROK Army by U.S. Army units stationed in Japan. General Dean's 24th Division was the first ground combat unit to arrive in South Korea in early July 1950. Dean's 24th Division succeeded in slowing down the North Korean drive in the vicinity of Taejon to facilitate a build-up of American units in the southeastern tip of the Korean peninsula. Possessed with superior numbers and firepower, however, the North Koreans forced the 24th to retreat.

General Dean chose to stay with his front-line troops during the critical fighting of July 19-21. He personally used the newly arrived 3.5-inch bazooka against the enemy's T-34 tanks and attempted to organize a breakout column. While fetching water for some of his wounded soldiers at night he fell down a slope and suffered a broken shoulder and multiple bruises. Separated from his men, Dean wandered alone for thirty-six days trying to reach safety and lost sixty pounds in the process. On August 25 two South Korean guides betrayed him and turned him over to the North Koreans.

Dean's long ordeal as a POW began, and American authorities would not know until late 1951 whether he was alive or dead. He was taken to the North Korean capitol of Pyongyang and then for a brief period into China. Dean's captors confined him to a small-unlit room, and he was forced to sit on the floor and never allowed to stand. He was not permitted out of doors for almost a year. The North Koreans tried to force Dean to denounce the United Nations' war in Korea and threatened him with torture and death, but he steadfastly refused to cooperate. In December 1951 the Communists revealed that Dean was one of their POWs and gave him better treatment. He was allowed better food and some physical exercise.

Nevertheless, Dean languished as a POW for almost two more years and was not repatriated until September 4, 1953, a week after the Armistice. Dean was surprised to learn that he had been regarded as a hero in the United States ever since his disappearance. The American government had awarded him the first Medal of Honor for service in the Korean War for his personal bravery with the 24th Division at Taejon. Accusations of collaboration with the enemy and confessions to war crimes by captured American soldiers received a lot of press coverage during the Korean War. Remembering his own suffering, Dean urged clemency for those American POWs who made confessions under severe duress.

This area is directly supported by the following suggested lesson plans contained in this publication:

The Drink

Professional Ethics

Religious Accommodation

Values, Attitudes, Behaviors, and Self-awareness

Group Development

Conflict Management

KEY AREA #2

AMERICAN MILITARY HERITAGE

1. *America's Army has defended this Nation for over two centuries.* During that time our military traditions of service, symbol, and sacrifice have enriched the both the Army and our Nation as a whole.
2. Our younger soldiers and officers have, at times, not been exposed to American Military Heritage prior to entering military service. This deficiency can easily be corrected through educating soldiers on the meaning behind the military signs, symbols, customs, courtesies, and traditions which they see and experience every day. This material can be complemented and strengthened by incorporating lessons from military history, particularly those from the honors and lineage of your specific command into this program.
3. This area is related to every other area, but most particularly to Team Building, Quality Individual Leadership, Ethical Development, and Equal Opportunity.

Historical example and case study:

THE ARMY FLAG

Flags representative of many segments of the Army have existed in the past. The various combat arms had adopted their own flags and field armies, corps, divisions, regiments, and even specific commanders were represented by their own colors, standards, and guidons. No flag was truly symbolic of the Army as a whole. The first official U.S. Army flag was unfurled on June 14, 1956, the 181st anniversary of the establishment of the Army, at Independence Hall in Philadelphia, Pennsylvania, by then Secretary of the Army Wilbur M. Brucker. The flag was designed to meet the need for one banner to represent the entire Army.

The Army Flag, in the national colors of red, white, and blue with a yellow fringe, had a white field with the War Office seal in blue in its center. Beneath the seal is a scarlet scroll with the inscription "United States Army" in white letters. Below the scroll the numerals "1775" appears in blue to commemorate the year in which the Army was created with the appointment of General George Washington as Commander-in-Chief.

The War Office, whose seal adorns the Army flag, was at first known as the “Board of War and Ordnance.” It was the predecessor of The Department of War, which Congress established in 1789 and retitled as the Department of the Army by the National Security Act of July 1947. The historic War Office seal, somewhat modified from its original, is the design feature that gives to the Army Flag its greatest distinction. The center of the seal depicts a roman breastplate over a jupon, or a leather jacket. Above the breastplate rises a sword upon which rests a Phrygian cap. Rising from the breastplate to the left (facing the viewer) is a pike, or esponton, flanked by an unidentified organizational color. On the right side rises a musket with fixed bayonet flanked by the National Color. Above the sword is a rattlesnake holding in its mouth a scroll inscribed "This We'll Defend." To the lower left of the breastplate is a cannon in front of a drum with two drumsticks. Below the cannon are three cannon balls. To the right is a mortar on a trunion with two powder flasks below.

The flag, from its colors to its heraldic devices, is rich in symbolism that bespeaks to our nation's and the Army's origin and heritage. The colors used in the flag were selected for their traditional significance. Red, white, and blue are the colors, of course, of the national flag. Furthermore, those colors symbolize in the language of heraldry the virtues of hardiness and valor (red), purity and innocence (white), and vigilance, perseverance, and justice (blue). Blue is especially significant since it has been the unofficial color of the Army for more than two hundred years, its use reflected in the infantry flag whose use at times had represented the service.

The meaning of the symbols that make up the heraldic design of the seal can be fully understood only in terms of the eighteenth century origin. For example, the placement of the two flags shown on the seal – the organizational and the national flags – are reversed in violation of heraldic custom. The placing of the United States flag on the left (from the flag's point of view) rather than on the right reflected the tendency of the leaders of the Revolutionary War period to discard traditional European concepts. The display of both an organizational color and the national flag was a common practice of the Continental Army during the Revolutionary War.

The implements of warfare – cannon, cannon balls, mortar, powder flasks, pike, and rifle – are all of the Revolutionary War type. Their inclusion in the seal reflects the powers and duties of the Board of War for the procurement and handling of artillery, arms, ammunition and other war-like stores belonging to the United States. The pike is of the type carried by subordinate officers of infantry. The drum and drumsticks are symbols of public notification, reflecting the tradition of a citizen militia. Drums also served various military purposes in the eighteenth century, such as the regulation of firing in battle by the drummer's beat. The Phrygian Cap atop the sword's point is the type of cap given to Roman slaves when they were granted freedom. During the French Revolution, the cap was adopted and worn as a "Cap of Liberty." It is thus a traditional symbol of liberty. The coiled rattlesnake and scroll was a symbol that appeared frequently on colonial flags, particularly those representing groups opposed to some aspect of British rule. The exact origin and meaning of this symbol is not known.

Exemplifying selfless service in peace and war, as symbol of national strength and will, and honoring the heroic acts of supreme sacrifice by its members in the name of duty, honor, and country, the Army Flag is a living symbol of the Army's deep taproots in our national history and touches the lives of generations of Americans. In receiving the Army Flag in June 1956, Army Chief of Staff General Maxwell D. Taylor accepted it as the "American Soldier's Flag . . . for those who have gone before us, for those who man our ramparts today, and for those who will stand guard over our freedoms in all of our tomorrow's." The Army Flag remains today a symbol of the Army's achievements in the past and of its readiness to meet the challenges of the future.

This area is directly supported by the following suggested lesson plans contained in this publication:

The Medal
Racism & Sexism
Diversity Training
Values, Attitudes, Behaviors, & Self-awareness
Conflict Management

KEY AREA #3

QUALITY INDIVIDUAL LEADERSHIP

1. Leadership is at the very core of military success. Leadership is what turns an armed group of individuals into a cohesive military unit. Good leadership can turn situations, which logically should lead to defeat into victory. Bad leadership can squander even the greatest advantages in position, firepower, equipment, or numbers.
2. Quality Individual Leadership involves technical, tactical, *and personal* competence and an ever-present awareness that subordinates are closely and continually watching the leader's attitudes, words, and actions. The approach to this area complements the tactical and technical skills taught elsewhere with a focus on awareness of self and others.
3. This area is related to all other areas, but most particularly to Team Building, Equal Opportunity, Gender Issues, and Family Concerns.

Historical example and case study:

AUDIE MURPHY

Leadership is the art of influencing others to work together to achieve a common goal. Effective leaders also are concerned about the welfare of their subordinates and will not assign tasks they are unwilling to perform. Audie L. Murphy, America's highly decorated soldier of World War II, demonstrated not only a remarkable level of individual bravery on the battlefield but also quality individual leadership.

Audie Murphy, one of nine children, grew up as a farmboy in northeast Texas and knew deprivation first hand. His father abandoned the family in the early 1930s, and his mother died when he was sixteen. Audie dreamed of becoming a soldier and, following rejections by both the Marines and the paratroops because of his size, joined the infantry in the spring of 1942 at age eighteen. Having learned to shoot and hunt as a boy, he was good with guns and enjoyed drill and training. His stateside battalion commander commented that Audie was the most promising soldier in the entire battalion.

PFC Murphy landed in North Africa in February 1943 with the 15th Infantry Regiment, 3rd Infantry Division, the unit with which he would log more than 500 days of combat. The 3rd Division conducted four amphibious invasions and participated in ten campaigns. Promoted to sergeant in December 1943 and to staff sergeant in January 1944, Audie blossomed as a combat soldier and leader of small military units during the fighting in Italy. He demonstrated an almost fanatical sense of responsibility, keen senses, good judgment, and a fierce loyalty to his men. When they were fighting in the mountains near Naples, Italy, he carried the pack and rifle of members of his squad who could not keep up the pace. On another occasion he was temporarily bypassed for promotion for refusing to make his exhausted men perform close order drill after just returning from the front lines for a brief rest.

In March 1944 Audie won his first decoration for valor – the Bronze Star Medal with “V” device. During this stage of the fighting in Italy it was important to block the only passable road leading into the 15th Infantry’s sector. A German Mark VI tank was disabled on the road and destruction of the tank would prevent close armor support to the German infantry. Audie’s battalion commander selected Audie to destroy the tank. Rather than endanger any of his men, who provided covering fire, Audie crept forward and blasted off the tank treads with a grenade launcher. Mission accomplished. During the five month period of mid August 1944 to 26 January 1945, Audie Murphy won the three highest decorations for valor (the Silver Star twice, the Distinguished Service Cross, and the Medal of Honor), was wounded three times, and received a battlefield promotion to second lieutenant.

Audie Murphy was highly praised as a war hero after World War II and entered upon a film career in Hollywood. To the label of war hero Audie replied, “The true heroes, the real heroes, are the boys who fought and died, and never will come home.” Brigadier General Hallett D. Edson, Murphy’s regimental commander for part of the war, said that Audie’s individual exploits were far above and beyond the call of duty but his greatest attribute was his faculty to lead men into battle and inspire them to perform magnificently. Soldiers who served under Audie observed that he drove them forcibly to get the job done, but he was always concerned for their safety. One of his NCOs remarked, “If he ever took you out on patrol, you always came back. He had the right instincts.”

This area is directly supported by the following suggested lesson plans contained in this publication:

The Drink
They Would Have Issued You One
Prevention of Sexual Harassment
EO Complaint Procedures
Racism & Sexism
Diversity Training
Religious Accommodation
Values, Attitudes, Behavior, & Self-awareness
Communications Process
Group Development
Conflict Management
Professional Ethics
Alcohol & Drug Abuse
Soldier Health & Safety Issues

KEY AREA #4

TEAM BUILDING

1. *The Total Army is an immense team dedicated to the Nation's defense.* The Total Army Team is composed of successively smaller teams, ultimately down to fire teams composed of two soldiers. No mission and no command, large or small, will be successful without teamwork. Soldiering is not an individual effort.
2. Team building is complicated by the differing natures of tasks assigned to teams. An infantry squad, for example, faces very different challenges than a water purification team; but if either team cannot perform successfully, then operations will fail. Also complicating team building are constant changes in team personnel, varying levels of tactical and technical proficiency among team members, and individual personalities. This area focuses on strengthening team members' awareness that they are dependent on each other and that their words, attitudes, and actions affect others and impact the team's mission.
3. This area is most particularly related to Quality Individual Leadership, Equal Opportunity, Gender Issues, and Safety.

Historical example and case study:

FIRE SUPPORT BASE MARY ANN

At Fire Support Base (FSB) Mary Ann on the night of 27-28 March 1971, the American defenders suffered 33 dead and 76 wounded, the largest number of casualties that the United States had taken in a single action in the Vietnam War in over two years. That action is a compelling example of the devastating consequences that can occur when commanders and senior noncommissioned officers neglect team building and allow complacency to undermine effective teamwork.

FSB Mary Ann was occupied by 209 Americans from Headquarters and C Companies, 1st Battalion, 46th Infantry of the 196th Infantry Brigade, 23rd Infantry Division (Americal), a reconnaissance platoon, elements of a mortar platoon, and two 155-mm howitzer sections from the 3rd Battalion, 16th Artillery. Also located at the base were 20 South Vietnamese artillerymen. The defense of FSB Mary Ann, like most FSBs in Vietnam, relied on the close coordination of perimeter and interior defense lines. Each member of the defense team was assigned a specific responsibility that was defined by operating procedures and a defense plan, which also specified how any one element of the defense related to another. Troop leaders were responsible for insuring that each man was familiar with his task, that he was properly equipped, and that the entire scheme of defense was coordinated. The teamwork that would be essential for an effective defense of the base could only be achieved through vigilant supervision and practice.

For several months prior to the attack, the level of enemy activity in the vicinity of FSB Mary Ann had been low and contact with enemy forces had been infrequent. During the three months before the attack, American patrols had become sporadic and limited to within 5000 meters of the FSB. The apparent absence of enemy activity and the expectation by members of the 1/46th that they would soon vacate the FSB tended to lull the Americans into a false sense of security.

At approximately 0230 hours, 28 March 1971, the VC mounted a coordinated mortar and sapper attack. Almost simultaneously with the mortar attack, sappers employed satchel charges and rocket propelled grenades (RPG) to penetrate the south side of the FSB's perimeter. Americans in the perimeter bunkers hunkered down until the explosions from the mortar rounds, satchel charges, and RPGs had subsided, but by then the sappers had breached the trench line and were inside the base. Once inside FSB Mary Ann, the sappers struck over half the bunkers, targeting first the company command post and the battalion TOC, which were completely destroyed. The enemy's success resulted in a temporary disruption of external communications and the loss of nearly all officers and senior NCOs.

The surprise that the enemy obtained at FSB Mary Ann was achieved because its American defenders were neither prepared for an attack nor alert. Much of their unpreparedness stemmed from the failure of battalion and company officers to enforce FSB Mary Ann's defense plan. In addition, the battalion commander and his staff were unaware of the FSB's actual defense and alert conditions. Company officers and NCOs had neglected to assign sectors of fire to soldiers in the perimeter bunkers. Some infantrymen were not informed as to the locations of wire-detonated claymore mines, trip flares, fougasses, and other defensive measures in their defense sector. Early warning was compromised by the reduced number of troops assigned to perimeter defense and the failure of some guards to remain awake or on an alert status. The alert status in effect on the night of the attack failed to take into account reduced visibility and provisions were not made for the use of night vision aids and searchlights. Interior bunkers also were manned with fewer than the minimum number of troops required by the base defense plan and some soldiers had reported for duty without all of their equipment. Contrary to the base security plan, the bunker line was not checked each hour after 2100 hours by squad leaders, senior NCOs, or officers, and the bunker line inspector did not report to the TOC duty officer after completion of his tour. The battalion commander also failed to provide a secondary security force to operate as a roving guard in the vicinity of certain interior facilities and to post security guards at the TOC entrance.

Battalion and company officers bore immediate responsibility for the lapses that contributed to the debacle at FSB Mary Ann. Brigade and division officers had failed to inspect the base and also were unaware of its actual defensive posture. Division directives that required brigade and division inspections of FSBs and written reports of the inspections had fallen into disuse. Division-level instructions on the security of FSBs were inadequate. Also indicative of the ineffectiveness of command at FSB Mary Ann was the failure of senior officers and NCOs to prevent the desecration of enemy dead in violation of higher regulations.

The failure at FSB Mary Ann did not stem from the misjudgment of any single commander. It developed over a period of time by failures of leadership at the division, brigade, battalion, and company levels. The lessons of FSB Mary Ann, however, transcend time and place. They are a stark reminder to commanders of the importance of the teamwork that must exist for the effective application of the tactics and techniques on which base security depends and the ease with which complacency and indifference can undermine essential teamwork and compromise the safety of a force.

This area is directly supported by the following suggested lesson plans contained in this publication:

They Would Have Issued You One
Prevention of Sexual Harassment
Extremism & Extremist Organizations
Racism & Sexism
Diversity Training
Religious Accommodation
Values, Attitudes, Behavior, & Self- Awareness
Communications Process
Group Development
Conflict Management
Professional Ethics

KEY AREA #5

EQUAL OPPORTUNITY

1. Equal Opportunity is based on the premise that soldiers have a right to excel unhindered by prejudice due to race, color, creed, gender, ethnic group, religion, or national origins. It is the institutional embodiment of the old NCO saying: "The only color I see standing in this formation is Army Green."
2. There is an entire system dedicated to promotion of Equal Opportunity in the Army, a system whose resources may be tapped for training support. This area further educates soldiers about racial, ethnic, and religious groups, which differ from their own and about the effects of their own actions, attitudes, and words upon soldiers of these differing groups.
3. This area is related to all other areas except Safety, but most particularly to Team Building, Quality Individual Leadership, and Gender Issues.

Historical example and case study:

AFRICAN-AMERICAN VOLUNTEER INFANTRY REPLACEMENTS

African-Americans have fought in every war in which this country has been engaged. Their heritage in the U.S. Army bespeaks of dedication and heroism as members of the U.S. Colored Infantry in the Civil War, as Buffalo Soldiers of the 9th and 10th Cavalry Regiments and the 24th and 25th Infantry Regiments on the frontier, and as members of the 92nd and 93rd Infantry Divisions in World War I. The 92nd and 93rd Divisions fought again in World War II, the former in Italy and the latter in the Pacific. African-American soldiers, however, were organized in racially segregated units. The use of African-American soldiers in World War II as infantry replacements in all-white divisions in Europe radically departed from traditional Army policy.

In December 1944, shortages of individual infantry rifle replacements in the European Theater mounted sharply. A deficiency of more than 23,000 riflemen threatened to curtail American plans to press the attack against Germany. White soldiers from service units and unseasoned recruits fresh from basic training were being assigned to Army infantry divisions in Europe but were insufficient to erase the deficit. In a break with Army policy that had provided for racially segregated units, African-American members of rear-area support units were asked to volunteer as private and private first class to serve as infantrymen in otherwise white units where their assistance was most needed. (There were no African-American infantry units in the European Theater.)

Army leaders in Europe had mixed feelings about this plan. Some foresaw “very grave difficulties.” More pragmatic officials, among them General Dwight D. Eisenhower, the Commander of Supreme Headquarters, Allied Expeditionary Forces, and Brigadier General Benjamin O. Davis, then Special Advisor and Coordinator to the Theater Commander on Negro Troops and the Army’s first African-American General Officer, thought otherwise. After much debate, Eisenhower directed that the African-American volunteers not be integrated individually but were to be organized and trained as infantry rifle platoons.

By February 1945, more than 4,500 African-Americans, many of them truck drivers, longshoremen, and cargo checkers, had volunteered for retraining as infantrymen. Noncommissioned officers who volunteered took a reduction in rank to serve in combat. Nearly fifty platoons were trained and in March were assigned to divisions in the 12th Army and 6th Army Groups. In the 12th Army Group the platoons were assigned to divisions in-groups of three, with each division then distributing one platoon to each regiment. The regiments, in turn, selected a company to which the unit went as a fourth rifle platoon and provided platoon leaders and sergeants.

For the divisions poised for the Rhine River crossing, the new platoons were welcome reinforcements. For their part, the African-American platoons were quick to identify themselves with their parent divisions. Each platoon was closely watched and its combat record evaluated. In general, the divisions had only praise for the African-American platoons. The 104th Infantry Division considered their combat record “outstanding” and the caliber of men “equals to any veteran platoon.” The commander of the 78th Infantry Division, whose African-American platoons joined the division at the Remagen bridgehead, wished that “he could obtain more of the Negro riflemen.” The men of the 1st Infantry Division like to fight beside the African-Americans because of their aggressiveness. Without consideration of race or skin color, the African-American platoons fought as members of team, supporting elements of their company on the offense and rescuing besieged and wounded members of the battalion at formidable risks to their own safety. African-Americans acted as platoon leaders when white leaders fell in combat. On such occasions, no African-American platoon faltered in accomplishing its mission.

One battalion commander concluded that: in courage, coolness, dependability, and pride, they are on a par with any white troops I have ever had occasion to work with . . . White men and colored men are welded together with a deep friendship and respect born in combat and matured by realization that such an association is not the impossibility that many of us have been led to believe.

The experimental platoons were disbanded during demobilization after World War II. Except in the 6th Army Group where the platoons were misused by combining them to form armored infantry companies, the experiment was highly successful. African-Americans had always looked to the Army as an avenue of opportunity—for training, education, and advancement—when they were turned away by other segments of American society. The experimental platoons had opened the door of opportunity even further. But more important the African-American infantry platoons demonstrated that opportunity could be expanded with equality, rather than on a segregated basis.

This area is directly supported by the following suggested lesson plans contained in this publication:

- Prevention of Sexual Harassment
- Extremism & Extremist Organizations
- EO Complaint Procedures
- Racism & Sexism
- Diversity Training
- Religious Accommodation
- Values, Attitudes, Behaviors, & Self-Awareness
- Communications Process
- Group Development
- Conflict Management
- Professional Ethics

KEY AREA #6

GENDER ISSUES

1. As this publication is written, women soldiers comprise 14.7% of the Active Army. The Army will not be combat ready if our male and female soldiers cannot work together.
2. Commanders must insure that neither their own perspectives nor those of unit members hinder the ability of men and women to work together in a professional manner. The approach combines education about the roles and status of female soldiers in today's Army with lessons designed to introduce or reinforce soldiers' awareness of differences in perception between genders.
3. This area is particularly related to Team Building, Ethical Development, Equal Opportunity, Family Concerns, and Quality Individual Leadership.

Historical example and case study:

THE 6888TH CENTRAL POSTAL DIRECTORY BATTALION

Most Americans take the daily delivery of mail for granted. For soldiers, especially those serving overseas in wartime, mail is a vital link to home and loved ones. Troop morale often waxes and wanes based on the reliable delivery of mail. Insuring that the mail gets through is one measure by which soldiers also gauge the concern and consideration accorded their welfare by their leaders.

By 1945, as army units moved quickly across Western Europe into Germany, a gigantic snag had developed with regard to the delivery of mail to servicemen. A shortage of manpower had allowed mail to accumulate in British warehouses for months and delayed its delivery to the frontlines. Further delays in the delivery of mail had the potential of dampening soldier morale as American armies thrust into the German homeland, where they expected to meet stiff resistance.

To alleviate the backup of undelivered mail, Army leaders turned to the 6888th Central Postal Directory Battalion. The battalion was the only unit of African-Americans in the Women's Army Corps (WAC) to serve overseas. With a strength of 855 African-American women – 824 enlisted women and 31 officers – the 6888th was composed of African-American women from a variety of military occupations who previously had been assigned to Army and Army Air Forces installations throughout the United States. While most of the African-American WACs of the 6888th were postal clerks, others held service and support positions and operated the 6888th's own mess halls, motor pools, and supply rooms, making the 6888th almost entirely self-sufficient.

When the WACs of the 6888th reached Birmingham, England, in January 1945, floor-to-ceiling stacks of undelivered mail and packages and the trainloads of mail that continued to arrive overwhelmed them. The magnitude of the task and limited workspace necessitated working around the clock in eight-hour shifts. Poor working conditions added to the stress of

their monumental task. Eyestrain was common because of the poor lighting from windows painted black for war-related blackouts. The inadequate heat forced women to work in their ski pants and field jackets. Ventilation was especially poor. But by May 1945 the 6888th had reduced the backlog of troop mail in England.

Transferred to Rouen, France, in May 1945, the 6888th faced a similar heavy task. Most of the mail in France had been held up for months; some items for as long as two or three years. Directed to eliminate the backlog in France in six months, members of the battalion, aware of the importance of mail for front-line soldiers, were determined to get the job done in three months. Despite living and working in less than ideal conditions at Rouen, members of the 6888th had developed strong group ties and a strong sense of sisterhood that enabled the units to work efficiently. Selfless individual dedication, teamwork, and methodical attention to detail by members of the 6888th reduced the backlog of mail in France.

For the vast majority of American soldiers in Europe in 1945 the African-American women of the 6888th were anonymous, as were the names on the millions of pieces of mail that members of the 6888th processed. The 6888th took great satisfaction in its accomplishments, recognizing that its work improved the quality of life of millions of GIs. For each member of the 6888th, enlistment in the Army also fulfilled some individual need as well. For women, and for African-American women in particular, World War II offered unprecedented opportunities to serve their country. The deployment of racial minorities and women in the Army during World War II represented milestones that led in subsequent years to racial and gender integration in the Army and all the armed services.

This area is directly supported by the following suggested lesson plans contained in this publication:

Prevention of Sexual Harassment

EO Complaint Procedures

Racism & Sexism

Diversity Training

Values, Attitudes, Behaviors, & Self-awareness

Conflict Management

Professional Ethics

KEY AREA #7

FAMILY CONCERNS

1. *Well over 50% of our Army is married.* The percentage is even higher among career soldiers and officers. Family concerns are a readiness concern, a retention concern, and a basic morale concern for every commander.
2. Family Concerns go far deeper than simply insuring that Family Care Plans are maintained or that a Family Support Center (or unit Family Support Group) is in place during times of deployment. Family dissatisfaction is one of the major causes for failure to retain professional, career soldiers or for unit reenlistment problems. This dissatisfaction often relates to the place and role of family concerns in day-by-day unit life, not in critical times such as deployments. This area introduces soldiers to conflicts between family and duty expectations and the values and attitudes they bring to their decisions about these issues.
3. This area is most particularly related to Quality Individual Leadership, Team Building, Gender Issues, and Ethical Development.

Historical example and case study:

THE U.S. ARMY AND THE FAMILY: FROM NEGLECT TO CONCERN

The Army's relationship with its families from 1775 to the present has changed from relative neglect to one of concern and partnership. Recent Army family policies recognize that soldiers perform more efficiently if they are not distracted by overwhelming family concerns. Policies that support and promote the stability of Army families are now seen as contributing to soldier effectiveness, organizational productivity, and as determinants of military retention and readiness.

The nation's new Army, composed largely of young single men, neglected the wives and dependents of its members. It had no legal obligation to provide for the dependents of married officers and NCOs either while they were on active duty or in the event of his death. The first formal acknowledgment of a financial responsibility for its family members was in 1794, when the Army allotted cash payments to widows and orphans of officers killed in battle, a benefit that was soon extended to the families of NCOs.

Married soldiers, as a rule, provided for their families' needs. Wives, known as "camp followers," could receive half-rations when they accompanied their spouse and performed services such as cooking, sewing, cleaning barracks, working in hospitals, and even loading and firing muskets. After the Army authorized company laundresses in 1802, dual-income NCO families were not uncommon. While the low pay for enlisted men dissuaded most from marrying, Army regulations barred officers from marrying until their captaincy. NCOs and enlisted men, moreover, required permission of their company commander to marry. But in 1847 Congress prohibited the enlistment of married men in the Army.

Throughout the post-Civil War era the Army policies sought to discourage soldier marriages and reduced the number of married families. Family quarters, for example, were provided only for senior officers. Other policies denied enlisted men separate housing, free family transportation, and obstructed the reenlistment of married soldiers. The Army provided for married soldiers' families who had fallen on hard times primarily through informal voluntary measures by the wives of officers and NCOs. Female volunteerism, a traditional feature of Army life in the pre-World War II Army, was the wellspring of today's military family support movement. In general, though, Army policies reinforced the notion of an unmarried enlisted corps, and gave rise to the adage, "If the Army had wanted you to have a wife, they would have issued you one."

Except for the conscription of married men during World War I, the peacetime Army banned enlistment of married men and provided little assistance to service members with wives and children. World War I, however, ushered in the first program of family allotments for officers and enlisted personnel, voluntary insurance against death and disability, and other family assistance measures. On the eve of World War II, Congress furnished government housing for soldiers E-4 and above with family members. After the start of hostilities the Army issued a basic allowance for quarters for military families residing in civilian communities. With the exclusion of married men from the service no longer feasible, the Army granted monthly family allowances for a wife and each child. Married females, on the other hand, were barred from enlistment and could be separated from the service because of pregnancy, marriage, and parenthood, a policy that remained in effect until 1975. To deal more effectively with family emergencies, the Secretary of War created the Army Emergency Relief (AER) in February 1942. The AER adopted the slogan; "The Army Takes Care of its Own."

The benefits given to military families during World War II and the creation of the AER signaled a new outlook by the Army toward its families. Family concerns such as the deplorable housing conditions of many married enlisted men, the lack of basic social services, and better educational facilities persisted after the war. Post-Korean War problems in career retention prompted the Army to examine the role of Army families on career decisions of service members. The Army's approach to addressing family concerns remained reactive and piecemeal. The development of the Army Community Services (ACS) organization in 1965 was the Army's first attempt to create an umbrella approach for family support.

Family and quality of life issues grew in importance in the Army during the next several decades. The transition to an all-volunteer force, the large influx of married soldiers, the entry of married women into the workplace, and the service's response to gender discrimination in dependency benefits were an impetus for the Army to reevaluate its personnel and family policies. A significant shift in the Army's philosophy on families occurred in 1983 when Army Chief of Staff General John A. Wickham, Jr. issued "The White Paper—The Army Family." This landmark document underscored the Army's recognition that families affect the Army's ability to accomplish its mission. It also provided a mechanism, the annual Army Family Action Plan, whereby the Army could identify and analyze family issues, explore ways to meet family needs and recommend solutions, define areas for future Army family research, and evaluate progress. The establishment of installation-based Family Centers have become the focal point for coordinating a rapid response to family needs during periods of crises. The Centers have grown in importance in supporting Army families during each stage of family life and career cycle and when normal patterns of family life are disrupted because of family separation, relocation, and transition to civilian life.

This area is directly supported by the following suggested lesson plans contained in this publication:

They Would Have Issued You One
Prevention of Sexual Harassment
Extremism & Extremist Organizations
EO Complaint Procedures
Racism & Sexism
Values, Attitudes, Behaviors, & Self-Awareness
Communications Process
Group Development
Conflict Management

KEY AREA #8

HEALTH, SAFETY, AND DRUG & ALCOHOL ABUSE

1. *Commanders are responsible for the health and safety of their soldiers.* The use of illegal drugs has long been recognized as intolerable in a military setting. More recently, the Army has recognized that the abuse of alcohol also presents unacceptable health and safety risks—as well as being a personal tragedy for the soldiers and family members involved.
2. Health, safety, and substance abuse: these can be separate categories, but often are related. Commanders recognize that health and safety are both readiness and ethical issues; that soldiers who are ill or hurt will not be assets to the unit in time of war, and that there is little or no excuse for the existence of unsafe practices which may potentially kill or maim soldiers. This area provides information concerning drug and alcohol abuse, healthy lifestyles, and stress reduction. A parallel focus is for soldiers to identify safety concerns they encounter in their normal duties.
3. This area most particularly relates to Quality Individual Leadership, Family Concerns, and Ethical Development.

Historical example and case study:

COMBAT STRESS CONTROL: A FORCE MULTIPLIER

Stress can be as debilitating as any physical injury and can detract from a soldier's overall fitness, health, and performance. Combat related stress was first identified among Army troops during the Civil War. During that conflict, otherwise healthy soldiers were perceived as suffering from a syndrome known as "irritable heart," whose symptoms included shortness of breath, palpitations, fatigue, headache, and disturbed sleep. Another Civil War stress syndrome was a severe form of homesickness that medical practitioners of the day called "nostalgia." This condition was characteristically accompanied by extreme apathy, loss of appetite, diarrhea, and obsessive thoughts of home.

Many of the same symptoms observed among soldiers during the Civil War appeared again during World War I. Army doctors called a complex of symptoms that included headaches, dizziness, confusion, lack of concentration, forgetfulness, and nightmares as “soldier’s heart” or “effort syndrome.” The symptoms appeared to be exacerbated by exertion and exhaustion from lack of sleep in the trenches. The onset of the symptoms sometimes was associated with burial duties. In addition to this syndrome, Army physicians also identified an acute illness attributed to combat stress, which they called “shell shock” or “trench neurosis.” Typical manifestations of this stress reaction included breakdown in battle, dazed or detached behavior, exaggerated startle response, and severe anxiety. Army doctors at first evacuated soldiers with acute stress symptoms to England for observation and treatment. During the war the Army learned that soldiers showing signs of acute stress could be more rapidly rehabilitated if they were cared for near the front. Soldiers so treated were more likely to return to combat duty than those evacuated out of the theater.

The Army’s manner of dealing with wartime psychological stress during World War I became the model for the identification and treatment of such cases in later conflicts. Acute combat stress reactions, known during World War II and the Korean War as battle fatigue, combat exhaustion, or operational fatigue, had become better understood since World War I as having a psychological or psychoneurosis basis. During World War II and the Korean War, soldiers with acute combat stress, as shown during World War I, were more likely to return to duty if they were treated quickly and near their units and their condition addressed as a normal response to extreme stress rather than as an abnormal condition. The most prominent stress-related illness related to the Vietnam War was post-traumatic stress disorder, which more often refers to long-term consequences of extreme psychological stress rather than to an immediate acute combat stress reaction.

In the Persian Gulf War, the quick intervention of mental health specialists of the 528th Medical Detachment (Psychiatric) reduced the number of soldiers needing evacuation for psychiatric reasons by at least fifty percent. Many of the stress problems encountered by this unit were “situational adjustment disorders” that stemmed from family separation, isolation, and overwork rather than from battle fatigue. More recently, the Army’s brisk operating tempo has multiplied opportunities for the occurrence of stressful situations. Soldiers on peacekeeping, humanitarian, and disaster relief missions or experiencing the pressures of downsizing and modernizing have shown themselves to be as susceptible to stress as combatants. Combat stress control units in the active and reserve components of the Army have served with Army forces in Bosnia, Somalia, and Haiti.

Since World War I the Army has viewed the control of combat stress as a force multiplier, enabling the service to retain soldiers whose skills can be used productively or to prevent an individual's stress from overwhelming a unit. The management of stress, whether in a combat or garrison environment, is regarded today as an important element of readiness. Like drug or alcohol abuse, which may indicate stress, acute stress poses health and safety concerns. Left untreated, the corrosive effects of stress can destroy a soldier's life, endanger the lives of his colleagues, and ravage family ties.

This area is directly supported by the following suggested lesson plans contained in this publication:

The Drink
Cold & Hot Weather Injuries
HIV and "Safe Sex" Practices
Alcohol and Drug Abuse

LESSON NUMBER 1

TASK: ALCOHOL AND DRUG ABUSE

CONDITION: In a small group discussion environment.

STANDARD:

- All participants will be able to define prevention.
- All participants will be able to explain the three levels of prevention.
- All participants will be able to explain three models of prevention.

TIME OF INSTRUCTION: 1 Hour

Notes to instructor: This lesson is a summary of several longer classes, which deal extensively in these areas. Your local military medical facility and/or Alcohol & Drug agency can assist you if you choose to explore these subjects in more depth with your soldiers.

LEAD IN: Drug and alcohol abuse is a serious problem whenever and wherever it occurs. Both drug and alcohol abuse often result in tragic circumstances. The real cost can be measured not in broken laws but in broken lives. This lesson will help you understand preventive steps that you can take to reduce drug and alcohol abuse. Some of the concepts are fairly simple others are more difficult. This effort, however, is vital and deserves your full attention—not only in this class but also in your day-by-day duty conduct.

PART I: PREVENTION

1. Prevention may be defined as: A proactive process which empowers soldiers to meet the challenges of life (and life changing events) by creating and reinforcing conditions which promote healthy behaviors and lifestyles.

2. What does this mean? "Proactive" means that prevention looks ahead, focusing on seeing problems before they occur, rather than simply reacting to them. Both individual soldiers and "systems" (like the chain of command) are involved in prevention. Prevention deals with both day-by-day life and with major, stressful events (like divorce or death). Finally, prevention involves positive lifestyles, not simply avoiding harmful practices.

Discussion Question: What are some examples of prevention, that you see, happening in this unit?

PART II: THREE LEVELS OF PREVENTION

1. *Primary Prevention.* This type of prevention promotes healthy individuals, lifestyles, and behavior. An Army-wide example is the Fit to Win program.

2. *Secondary Prevention.* This type of prevention intervenes at the early signs of trouble or disease to change troubled behaviors, reduce the crisis, or stop disease. An individual example might be a First Sergeant noticing that a soldier is experiencing a great deal of stress and recommending that it would be a good time to take a few days leave.

3. *Tertiary Prevention.* Tertiary means third or third level. Tertiary prevention treats, rehabilitates, or reconstructs. An example of tertiary prevention is the military's Track III Alcohol Abuse Program.

Discussion Questions: Other than the examples given above, what are some examples of each level of prevention in this unit or in your community? Prior to enlistment, what were your experiences with prevention?

PART III: THREE MODELS OF PREVENTION

Although individual responsibility is the key to prevention of drug and alcohol abuse, there are many things which commanders, installation agencies, and the Army as a whole can do to help individual soldiers choose healthy lifestyles. Since these things involve many different people working together, they are called systemic models. There are three of these models which are often used as a means to plan the mission of prevention.

a. *The Public Health Model.* This model is based on identifying three things which lead to a problem: the host (or individual), the agent (or substance), and the environment (which is the conditions in which the host and agent exist). For example, in the case of alcohol abuse the host is the soldier abusing the alcohol, the agent is the alcohol itself, and the environment is where the soldier drinks. (Actually there can be several environments. The physical environment is where the soldier drinks, the social environment involves when and with whom the soldier drinks.) The point of this model is that prevention involves dealing with each aspect of this problem, host, agent, and environment, not just one. Using the example above, it would do little good to try and attack the environment (i.e. closing down the club and placing all off-post bars off limits); an alcoholic will always find a place to buy liquor. Likewise it is probably not very practical to solely attack the agent—alcohol itself—which is present almost everywhere in one form or another. However, trying to deal with the host, the soldier, without providing that soldier some tools to resist the environment where drinking occurs or with the affects which alcohol may have already had on his or her body, is also an incomplete approach.

Discussion questions. How would you use this model to examine a health or safety problem you are aware of?

b. The Risk Reduction Model: This model focuses on primary and secondary prevention. It attempts to identify behaviors (and occasions) which are high risk, and reduce or eliminate them. Importantly, this approach includes discouraging things, which lead soldiers to believe that high-risk behaviors are a good or cool thing. A specific example might involve prohibiting soldiers from displaying drug-related symbols or posters in the barracks.

Discussion questions: What are some behaviors or beliefs in your unit that could benefit from this model?

c. The Systems Thinking Model. This model emphasizes that solutions to problems often involve the commitment of a system in addition to assumption of responsibility by individuals. This model involves multiple agencies or commander, assumes that they will work together (collaborate), and understanding that prevention efforts must involve support and mobilization of the community (just like Block Watch programs assist in crime prevention).

Discussion questions: Do you think there are other ways to look at these problems? Which of these models do you see at work in this unit? Do you think this unit is doing a good job? How would you do it better and how would you suggest that the commander do it better?

PART IV: CLOSING

Soldiers who are involved in drug and alcohol abuse are not combat ready. Their conduct affects their units, their families, and destroys their own lives. It is important that we reinforce responsible behavior and choices with prevention at every level.

LESSON NUMBER 2

TASK: COLD AND HOT WEATHER INJURIES

CONDITION: In a small group discussion environment.

STANDARD: Be familiar with the following:

- Environmental Factors
- Soldier Factors
- Prevention

TIME OF INSTRUCTION: 1 Hour

PART I: COLD WEATHER INJURIES

1. Environmental Factors: Temperature, humidity, precipitation, and wind modify the rate of body heat loss. Low temperatures and low relative humidity favor development of frostbite. Higher temperatures (just above freezing to 50 degrees F) together with moisture are usually associated with trench foot. Wind velocity accelerates body heat loss under conditions of both coldness and wetness. The effect of low temperatures is intensified as air movement passing the body increases. This can be the result of wind against the body or the effect of a body moving rapidly through the air, such as in running, skiing, or riding in an open tactical vehicle.

2. Individual soldier factors leading to cold injury. Trench foot and frostbite injuries are higher in front-line riflemen, and predominate in the lower ranks because they have greater exposure. The decreased incidence of cold injury among higher ranks is due to a combination of factors, such as experience, leadership, receptivity to training, and less exposure. Other factors, which contribute to cold injuries, are:

- a. Previous cold injury.
- b. Fatigue.
- c. Discipline, training and experience.
- d. Geographic origin.
- e. Nutrition.
- f. Activity level (more is better).
- g. Drugs and Medications (talk to the doctor if you are in a cold environment).

3. Prevention of Cold Injuries

- a. Meteorological Data - know the weather.
- b. Cold Injury Control Officer.
- c. The Buddy system - check each other for frostbite.
- d. Personal Measures - dry clothes when possible and in layers.
- e. Avoid immobilization - keep moving.
- f. Clothing - maintain your issue gear.

Suggested vignette for discussion:

A 20-year-old female PFC is diagnosed with first degree frostbite in her left toe. When asked if she informed her supervisor of her cold feet she stated she never complained because she was afraid of being labeled as "not tough enough" to take the cold.

Discussion Questions: What could have been done to avoid that situation? Does the "Buddy System" in your (our) unit work? How can you help other soldiers in this unit avoid cold injury?

References: AR 40-5, FM 21-10

PART II: HEAT INJURIES

1. Environmental Factors: Exposure to high environmental temperature produces stress on the body, which may lead to a heat injury. The conditions which influence the heat equilibrium of the body and its adjustments are the air temperature; the temperature of surrounding objects; the sun's radiant heat; the vapor pressure of the water in the air (relative humidity); the air movement; and the amount and type of clothing worn. Another important factor, which influences the heat equilibrium, is the metabolic heat produced by the body as a result of physical activity.

2. Types of heat injury:

- a. Heat cramps.
- b. Heat exhaustion.
- c. Heat stroke.

3. Individual soldier factors leading to heat injury:

- a. Overweight.
- b. Alcoholic beverages.
- c. Fever.
- d. Drugs.
- e. Tight clothing.
- f. Fatigue.
- g. Water intake.

4. Prevention of heat injuries:

- a. Water.
- b. Salt.
- c. Acclimatization.
- d. Physical condition.

- e. Protection from the environment.
- f. Education.
- g. The WBGT Index.

Suggested vignette for discussion:

A 35 year old SFC is diagnosed with heat cramps and dehydration. Stated he never felt thirsty so he gave his canteen to the soldier next to him who didn't have enough water with him.

Discussion Questions: What were the leaders responsibilities in this case? How did they fail? Do we hold our leaders accountable?

References: AR 40-5, FM 21-10

LESSON NUMBER 3

TASK: COMMUNICATIONS PROCESS

CONDITION: In a small group discussion environment.

STANDARD:

- Define effective communication.
- Understand communication styles and barriers, cross-cultural misunderstandings and barriers.

TIME OF INSTRUCTION: 2 Hours

LEAD IN: One of the most important leadership skills is the ability to communicate effectively. Not only must you understand what you think you hear, you must understand what was actually said (and what is not said). During this block of instruction you will learn the importance of effective communication, and how it relates to you as a leader.

PART I. DEFINITION

Effective communications is defined as the successful exchange of information between individuals. An effective communicator is successful in establishing an active two-way link with another individual or group.

a. Prepare yourself by being focused. If you are not focused on receiving the message, you may not fully receive or understand. Listen closely to the words, voice, and non-verbal behavior of the other person and be aware of your own feelings.

b. Check partner. Verify what the individual communicating the message said. This ensures there is no misunderstanding.

c. Be positive and specific. Tell the person how their behavior will affect you or the unit; do not tell them that it may affect him/her. Tell the person exactly what you see and hear, but do not judge and/or evaluate their behavior (In other words do not threaten the person). Once you have threatened the person, the anxiety level rises and can block accurate hearing. When this occurs the communication process is hindered.

Suggested vignette for discussion: PVT Smith, came to work late and offers no reason why.

Discussion Questions: What would be an example of an improper response? What would be an example of a good response?

d. Congruent Behavior: means that your behavior matches your words (talking the talk and walking the walk).

e. Incongruent Behavior: is when your actions do not match what you say (talking the talk and not walking the walk).

Suggested vignette for discussion: If I tell you Army policy prohibits senior NCOs from dating subordinates in the same command, but as a senior NCO, I date my subordinates.

Discussion Questions: What type of behavior am I displaying? Are there instances in this unit where incongruent behavior has happened? If so, around what issues? Were they solved?

PART II: COMMUNICATION STYLES

1. *Styles of communication.* Styles are how you talk about something. Different styles result from different intentions. The Army contains soldiers who speak different languages, but even soldiers who speak the same language may use that language in different ways. What everyone must understand is that being different does not mean being inferior.

2. *There are four different styles of communication.* These styles when shifted dramatically change the message. Effective communication involves matching your intention with your style.

a. Style I is friendly, sociable, or playful. Used to keep things on an "even keel." Passes time and fills social voids. Not intended to change anything.

b. Style II is directive, persuasive, demanding, evaluative, blaming, or praising. This style usually involves tension or dissatisfaction; often involves an attempt to force change, shutting off exploration of issues; may lead to misunderstanding.

NOTE: Style II is usually ineffective for resolving issues. Not all style II is negative. Selling, bargaining, promoting, advocating, preaching, and lecturing often use Style II communication.

c. Style III is speculative, tentative, uncertain, searching, reflecting, exploring, or intellectual. It demonstrates willingness to examine, explore, and understand self or others.

NOTE: Style III is a limited style. Creates a climate for further exploration, but does little to encourage significant change in relationships.

d. Style IV is disclosing, revealing, explicit, responsive, accepting, and aware. Intentions and behaviors demonstrate a commitment to deal completely and congruently with an issue; expresses an intention to pursue an issue openly and directly.

NOTE: Style IV seeks to share a complete picture of self-awareness, fully and honestly with partner.

Discussion questions: Which is your communication style? Why does it work for you?

PART III. COMMUNICATION BARRIERS

1. *Communication Barriers.* The need to communicate is universal. The way we communicate are not universal and can cause problems in your unit. It is obvious that the Army consists of individuals who speak different languages, and even those who speak the same language speak in different ways. Misunderstanding is often a problem between soldiers who are very much alike, and poses an even greater barrier between those who are ethnically or culturally different.

2. *Language Barriers.* It is easy to see how misunderstandings can occur between individuals who speak different languages. Even with the use of a skilled translator, important meanings of a message may be lost. A language also functions more effectively when used in its cultural context. Mistakes in translation or interpretation between soldiers can be very costly. They can do a great deal of harm by creating misunderstandings within a unit.

3. *Physical Barriers.* Distance, heat and cold, individual's physical health, speech pattern, articulation, and pronunciation can hinder communication.

4. *Perceptual Barriers.* Past experience, hidden agendas (getting even with someone), stereotypes, noise and any factor that disrupts or confuses communication can the communication process.

Discussion questions: Have you seen or experienced any of these barriers demonstrated in this unit? How can we eliminate these barriers, so that we can work better?

PART IV. CROSS CULTURAL MISUNDERSTANDING

Most misunderstandings among soldiers result from cross-cultural experiences and do not necessarily occur from only one episode or misunderstanding. One misunderstanding leads to another, which can lead to an unsuccessful encounter. Each side begins to blame the other. Sometimes soldiers involved in a cross-cultural exchange will become emotionally hooked on one or two components and miss the meaning or purpose of the message.

Discussion questions: Can you remember your last misunderstanding with another person in this section? Was it just one incident or more?

What have you heard said about people from the city, country, north, south, east or west?

PART V. BARRIERS TO CROSS-CULTURE COMMUNICATIONS

BARRIERS TO CROSS-CULTURAL COMMUNICATIONS

- **SONGS, SYMBOLS, AND GESTURES**
- **ACCENTS**
- **JIVE AND JARGON**
- **LACK OF TRUST**

Discussion questions: Have the students give some examples of the above, and discuss how they may prevent some misunderstandings. If the class is diversely mixed, have students share with the class some examples of their experiences.

PART VI. CLOSING

During this block of instructions you learned the importance of communication, both verbal and non-verbal. As a soldier, effective communication is critical. What you say, and how well you say it, will be a major factor in your leadership abilities.

LESSON NUMBER 4

TASK: CONFLICT MANAGEMENT

CONDITION: In a small group discussion environment.

STANDARD:

- Define conflict.
- Define the levels of conflict.
- Describe the sources of conflict.
- Explain the positive and negative factors of conflict.
- Describe the methods for managing conflict.

TIME OF INSTRUCTION: 2 Hours

INSTRUCTOR NOTE: If possible, obtain and show videotape of The Abilene Paradox.

LEAD IN: During this lesson we will discuss conflict and conflict management. Unfortunately, conflict can lead to a variety of communication problems and misunderstandings. Conflict in and of itself is neither bad nor good, but in our attempt to deal with conflict, we determine its constructive or destructive consequences. The purpose of this training is to help you understand how and why interpersonal conflict can occur and provide you with some strategies for positive or constructive resolution.

PART I. DEFINITION

1. *The Nature of Conflict.* The term conflict was originally defined as "striking at another", "to fight with an enemy or do battle with opposing forces." Later meanings included "being antagonistic", or "a clash between contradictory impulses within an individual."

2. Conflict is inevitable because people will always have different viewpoints, ideas, and opinions. The issue is how will you deal with or relate to these differences. It is unfortunate that negative connotations are often associated with conflict, because, if properly managed, conflict is highly constructive and essential to cross-cultural interactions.

3. *Levels of Conflict.* There are three levels of conflict. If we are to have a clear understanding of conflict, it is important to know the three levels and their relationship to each other.

- a. Level one: Intrapersonal conflict is an experience that takes place within the individual.

Ask the group for an example. (An example would be a soldier who feels guilty about telling sexual or ethnic jokes but vigorously participates when friends are around.)

b. Level Two: Interpersonal conflict is experienced between individuals in the same location, e.g., coworkers, roommates, team members. It exists whenever people interact or come together to accomplish a common goal or objective.

c. Level Three: Intragroup conflict is defined as conflict between groups in the same organization or command. Sources of intragroup conflict are often caused by issues of group cohesion, such as "sticking together, leadership and status, power or influence and lack of or limited resources."

Ask the group for examples. (An example would be NCOs versus Officers or senior NCOs versus the junior enlisted.)

4. *Sources of Conflict.* Trying to identify or determine the cause of conflict is sometimes difficult. Heightened emotions or bad feelings may cloud the real cause of any conflict and detract soldiers from examining the facts. The cause of conflict can also have multiple factors which makes it difficult to isolate just one cause. The following is a list of common causes in conflict situations:

- a. Different values and beliefs.
- b. Perception differences.
- c. Diverse goals or objectives.
- d. Group status or identity.
- e. Race, ethnicity, or gender differences.
- f. Personality clash or conflict.
- g. Disagreement on how things should be done.
- h. Tension and stress.

Discussion Question: Ask the group if they have had a recent conflict situation that depicted a situation involving one of these factors in this unit. How did it affect teamwork?

5. *Characteristics of Negative Forces.* Many believe that the negative characteristics of conflict occur because group members become closed minded to any compromises. It often occurs when someone wants his or her own way. Hostility among group members is normally followed by an assumption of competition that someone will win and someone will lose. These negative forces have destructive consequences.

6. *Characteristics of Positive Forces.* Earlier we stated conflict was neither good nor bad. If viewed as a natural process, conflict is the opportunity to explore and resolve differences in a

constructive manner. Conflict is constructive when individuals or group members have a new understanding of the functions of healthy conflict and avoid the destructive negative forces.

Discussion Question: Ask the group if they have had a recent conflict situation where there was a positive force working. How did it affect teamwork? (Examples: Increase individuals pride and group cohesiveness; promotes personal and social change; provides opportunity to work towards a common goal.)

PART II. STRATEGIES FOR EFFECTIVELY MANAGING INTERPERSONAL CONFLICT

1. Methods for managing conflict. Given the right opportunity and motivation all conflict can be resolved but not always to the satisfaction of all parties. The effect of disagreement and the methods for resolution depend on how conflict is managed by the participants.

2. The following are some common methods that can help to effectively manage conflict.

a. Denial or Avoidance. With this approach, individuals attempt to reduce or get rid of the conflict by denying it exists, both parties shun each other or dodge the issue of disagreement.

b. Suppression. "We all get along here", "we run a happy ship", "don't rock the boat", and "nice people don't fight", are the voices of suppression. People who use suppression play down their differences in a belief it is better to "go along to get along."

c. Power or Dominance. Power is often used to settle differences. The source of power may be physical, or vested by authority or position. Power strategies, however, result in a win-lose situation. In other words, in order for somebody to gain something, somebody else has to lose something. Normally the loser will not support the final decision in the same way as the winner, and may even attempt to sabotage the decision.

d. Third Party Intervention. Using this strategy requires a third party that is unbiased and is not taking sides to support either party in conflict. The third party may be known or unknown to the parties involved or may even be from a different location. Some assumptions in using a third party are:

- (1) The third party is trusted or respected by participants.
- (2) All parties involved will accept the decision of the third party.
- (3) The third party has the power or authority to rule over the decision.
- (4) The third party is an expert, has knowledge or is competent to give a decision about the issue(s) in dispute.
- (5) All parties believe a just and fair decision will be rendered.

Discussion Question: Can you see any drawbacks in using a third party? (A: third party may consciously or unconsciously instigate or aggravate a conflict by playing individuals against each other.)

e. **Compromise or Negotiation.** Compromise and negotiation are often regarded as virtues in our culture. Compromise is an agreement between parties about what each should give or get in a particular situation. "You give a little, and I'll give a little so we can meet each other halfway", is a way we have been taught to get along with others. It is believed all parties will profit from the compromise or at least have a feeling of being treated fairly. Negotiation reaches an impasse when one or all participants become set in what they are willing to give and limits have been reached. The compromise, therefore, would allow all parties to reach an agreement with which all would be somewhat satisfied or rewarded.

f. **Integration or Collaboration.** This approach requires all parties in a conflict situation to recognize the legitimate abilities and expertise of each other in the process of resolution. This method attempts to find an acceptable solution that does not necessarily require giving and getting as in a compromised solution. The group problem solving concept is considered the optimum form of managing conflict because it encourages a common search for creative alternatives to resolve the conflict that is rewarding to all parties.

Discussion Questions: During this squad's/unit last conflict, what method of conflict management was used to resolve the conflict? Did this method work? If not which method would have worked?

PART III. CLOSING

During this period of instruction we defined conflict, explored various levels of conflict, and identified sources of conflict, and strategies to manage interpersonal conflict. Additionally we discussed the positive aspects, components of conflict and how it can contribute to individual and group problem solving. We examined six strategies for effectively managing interpersonal conflict and the negative and positive attributes of each. Are there any questions about the methods for resolving conflict?

LESSON NUMBER 5

TASK: CULTURAL DIVERSITY

CONDITION: In a small group discussion environment.

STANDARD: All participants will be able to describe leadership issues related to cultural diversity.

TIME OF INSTRUCTION: 1 Hour

1. Diversity is defined as the condition of being different. In other words, it means dissimilarity and variance between things. The differences could be in size, weight, age, texture, and so on.

Discussion Question: What are some of the major concerns or problems a leader might face in a culturally diverse organization?

2. English is the sole operational language used by the Army, communication problems, however, can still exist. Here are some of the reasons:

a. Communication style. Even when the same language is used, people interpret information differently. Therefore, the message sent is not always the message received. Differences in communication styles can make the sender of the message appear to be pushy, rude, aggressive, passive, etc. Factors involved in this are volume and rapidity of speech, tone of voice, and emphasis on key words.

Discussion Question: Have you ever experienced this?

b. Nonverbal Communication. Nonverbal communication is the sum total of our body's communication. It is how our body communicates or sends a message. Nonverbal communication has different meanings for different people or groups. Studies show that 50 percent of a message's impact comes from body movements or nonverbal communication. For example, crossing your arms may indicate defiance. Putting your hand on your chin may show thought. Leaders need to understand the importance of checking nonverbals when communicating. This might give them a clearer picture of how the soldier is reacting to the discussion.

Discussion Question: What types of body language do you see in this group right now?

c. Trust. Trust plays an important role in intercultural, interracial, and inter-gender communication. A lack of trust can result not only in miscommunications, but even in no communication-taking place.

Discussion Question: Have you ever experienced this?

d. Accents. Some people react negatively to accents. They may even be rude when someone does not speak "proper" English. People have accents either because of ethnicity or region of country from which they come or because English is their second language. Some people consider them to be less intelligent, less competent, and even less trustworthy. Leaders need to judge if accent interferes with the ability to communicate or perform. If accents do not interfere, then our focus needs to be on listening to what is being said, not on how it is said.

Discussion Question: Are you bothered by accents?

e. Regional Jargon. People make judgments about others based on the kinds of expressions they use because of the region of country from which they come. These speakers are sometimes thought to be uneducated, or less intelligent than soldiers who do not use regional jargon. Leaders need to understand that certain terms are unique to individuals from certain regions and do not indicate their level of intelligence.

Discussion Question: Are you bothered by regional jargon? Why?

f. Stereotypes. A stereotype is a standardized mental picture that one person or group of people holds in common about another person or group of people. Stereotyping is very common. Many people do it to justify their conduct in relation to the group they have stereotyped. Stereotypes can either be positive or negative, for example, "Asians are intelligent" or "Hispanics are emotional." Positive stereotyping can be just as dangerous for a leader to use as negative stereotyping.

Discussion Question: Do you see stereotyping as a problem in the unit?

g. Lack of Common Experiences. The fact that people have different experiences accounts for many of the problems that occur when they try to interact cross-culturally or across genders. Cultural, racial, and gender differences affect our experiences. Our experiences directly relate to our ability to communicate. For example, if you are from a broken family, the word "family" might have a different meaning or emotional charge for you than for someone from a different family situation, or home of orphan.

Discussion Question: What are the key experiences that shape soldiers?

h. Responses to Physical Differences. Emotional responses to physical differences may hinder effective communications between or among groups. Beliefs about superiority or inferiority associated with physical differences interfere with the communication process. They may be related to racism or sexism, but in the Army, where outward appearance and bearing are so important, physical differences may also affect communications in such areas as weight, grooming, or posture.

Discussion Question: What physical characteristics bother you the worst when you see them in another soldier?

i. Values and Beliefs. Values are beliefs, which regulate how we should or should not behave. Our values often reflect a larger, social value system. How we interact with others is quite often based on our value systems and beliefs. When people hold different values or have different beliefs, communication may be very difficult. For example, some people value extended families and have close kinship ties. A leader who does not have the same values on extended family members might not be willing to grant leave to a soldier wanting to attend a great-uncle's funeral. This can have a negative impact on the relationship between the soldier requesting the leave and the commander, or may create anger among other similar soldiers in the organization who hear the story.

Discussion Questions: What are your top three values? What do you think the Army's values are? What do you think our Commander's (or 1SG's or CSM's) values are?

LESSON NUMBER 6

TASK: "THE DRINK"

CONDITION: In a small group discussion environment.

STANDARD: All participants will be able to explain how pressure from others can influence personal decisions and relate that understanding to their military duties.

LEAD IN: The Army does not prohibit drinking by soldiers of legal age, except in certain circumstances (such as training environments or exercises, during some operational missions, etc.). There are soldiers however, who choose not to drink alcohol. There can be many reasons for this choice. Among them are:

- **Just don't like the taste**
- **Family history of abuse (for example, an alcoholic parent)**
- **Specific health reasons**
- **Religious beliefs**
- **Commitment to overall fitness/healthy lifestyle**
- **Family upbringing/personal value**

Discussion Questions: What do all of you think about drinking, or not drinking? What are the reasons for your choices in this matter?

We are now going to consider the following situation. The "star" of this story is PFC Leadbetter, a new, 20-year-old soldier in a unit. PFC Leadbetter is a great soldier, squared away in appearance and bearing, good PT score, hits 40 out of 40 for weapons qualification, and brings a positive attitude to his job. PFC Leadbetter is single, and often frequents the clubs and other places where unit members socialize. But, PFC Leadbetter only drinks soda. When asked about this, he simply replies that "Beer isn't my style."

After being in the unit for about six months, PFC Leadbetter turned 21. A group of soldiers from PFC Leadbetter's platoon threw a birthday party at a local club. All present had a great time, giving PFC Leadbetter (rather rude) presents, listening to him make a small speech, eating, and drinking. After his speech, one of his friends brought him a beer, saying, "You're 21 now! Time to assume the responsibilities of adulthood! Drink up!" PFC Leadbetter laughed it off, but some of the others joined in encouraging him to drink. He, cheerfully, refused.

At that moment SFC Martin, the platoon sergeant walked in. PFC Leadbetter respected this NCO greatly, both for his outstanding combat record and for his appearance and bearing. He had been known to say that he thought his platoon sergeant was "the best in the Army."

SFC Martin walked over to the table, asked what was going on, and congratulated PFC Leadbetter, wishing him a happy birthday. He told the soldiers that he had been aware that they were having a party and was just stopping by to make sure that everything was under control. At this point one of the soldiers said, "Sure, everything is squared away, except that we can't get this adult PFC to celebrate his birthday with a beer!" SFC Martin, without hesitation, replied, "Well, it seems to me that every soldier in my platoon ought to be able to handle one beer!" Then he left.

Discussion Questions:

What do you think that PFC Leadbetter did next? (Did he drink or not?)

Did SFC Martin handle this situation correctly?

What elements in this situation make SFC Martin's remarks so important?

Are there instances in your life where you have acted like SFC Martin?

Are there instances in your life where you have acted like PFC Leadbetter?

Do you think that a situation like this could happen in this unit? If so, around what issues?

How do you think that PFC Leadbetter **should** respond to this situation? What values or reasons do you think should guide his response?

In a similar situation what would you tell a friend to do? Drink or not drink? Why?

How do you think **you** would respond? Why?

LESSON NUMBER 7

TASK: EQUAL OPPORTUNITY COMPLAINT PROCEDURES

CONDITION: In a small group discussion environment.

STANDARD: All participants will be able to describe equal opportunity complaint procedures.

TIME OF INSTRUCTION: 2 Hours

LEAD IN: The EO complaints processing system addresses complaints that allege unlawful discrimination or unfair treatment on the basis of race, national origin, color, gender, and/or religious affiliation, or sexual harassment. Attempts should always be made to solve the problem at the lowest possible level within an organization.

PART I: TYPES OF COMPLAINTS

The Army has two types of EO complaints within its EO complaint process. They are informal and formal.

a. Informal Complaints. An informal complaint is any complaint that a soldier, family member or DA civilian does not wish to file in writing. Informal complaints may be resolved directly by the individual, with the help of another unit member, the commander or other person in the complainant's chain of command. Typically, those issues that can be taken care of informally can be resolved through discussion, problem identification, and clarification of the issues. An informal complaint is not subject to time suspense nor is it reportable.

b. Formal Complaints. A formal complaint is one that a complainant files in writing and swears to the accuracy of the information. Formal complaints require specific actions, are subject to timelines, and require documentation of the actions taken. An individual files a formal complaint using a DA Form 7279-R, Equal Opportunity Complaint Form.

Discussion Question: (Facilitator provide each member of the group a copy of DA Form 7279R) Review and discuss the each part of the complaint form.

(1) In Part I of DA Form 7279-R, the complainant will specify the alleged concern, provide the names of the parties involved and witnesses, describe the incident(s)/behavior(s), and indicate the date(s) of the occurrence(s). The complainant will also state the equal opportunity basis of the complaint (e.g., unlawful discrimination based upon gender, race, color, national origin, religious affiliation, or sexual harassment). Complainant will be advised of the importance of describing the incident(s) in as much detail as possible to assist in the investigative process.

(2) Soldiers have 60 calendar days from the date of the alleged incident in which to file a formal complaint. This time limit is established to set reasonable parameters for the inquiry or investigation and resolution of complaints, to include ensuring the availability of witnesses, accurate recollection of events, and timely remedial action. If a complaint is received after 60 calendar days, the commander may conduct an investigation into the allegations or appoint an investigating officer. In deciding whether to conduct an investigation, the commander should consider the reason for the delay, the availability of witnesses, and whether a full and fair inquiry or investigation can be conducted.

PART II: ALTERNATIVE AGENCIES

1. Although handling EO complaints through the chain of command is strongly encouraged, this is not the only channel. Should the soldier feel uncomfortable in filing a complaint with the chain of command, or should the complaint be against a member of the chain of command, a number of alternative agencies.

2. The following are frequently used agencies with a brief description of each agency:

a. Equal Opportunity Adviser (EOA): The EOA is trained to receive, process, and conduct inquiries into complaints of discrimination and sexual harassment.

Discussion Questions: Who is the EOA for this unit? Where is the EOA's office? Who is the unit Equal Opportunity Representatives?

b. Chaplain: The chaplain is the subject matter expert on addressing issues concerning religious discrimination or accommodation.

Discussion Questions: Does this unit have a Chaplain assigned? If so where is their office?

c. Provost Marshal (PM): Is primarily responsible for receiving and investigating violations of the UCMJ, which are criminal in nature.

d. Staff Judge Advocate (SJA): The SJA serves as an advisor and may receive complaints about discrimination in legal proceedings.

e. Housing Referral Office (HRO): Is responsible for monitoring and administering the installation's housing referral program. The HRO will receive and investigate complaints of discrimination in rental or sale of off-post residents.

f. Inspector General (IG): The IG's office is the principal agency for receiving and investigating complaints about command environment and leadership. The timelines and procedures outlined in this lesson plan do not apply to complaints filed with the IG. Complaints filed with the IG will be processed outside of EO channels in accordance with AR 20-1.

g. *EO Hotline:* In addition to the alternative agencies, each installation has an EO Hotline. This hotline is normally used to provide information on discrimination and sexual harassment. EO complaints cannot be received over the phone.

Note: Insure everyone knows what the phone number is to the EO Hotline.

PART III: ENTERING THE EO COMPLAINT PROCESS

1. Submission of EO complaints to the chain of command is strongly encouraged. Regardless of what agency handles a formal complaint, the complainant **must be sworn to the complaint** on DA Form 7279-R.

Discussion Question: Why do you think a complainant must swear to the complaint? (Actions against soldiers submitting false complaints: Soldiers who knowingly submit a false equal opportunity complaint (a complaint containing information or allegations that the complainant knew to be false) may be punished under the UCMJ.)

2. Complaints filed with the IG's office will be processed as an Inspector General Action Requests (IGARS) IAW AR 20-1. No timeline will be imposed on conducting the investigation or feedback to the complainant.

3. Regardless of what agency or commander receives the complaint, the chain of command has 14 calendar days in which to resolve or refer it to a higher echelon commander. The commander who has the responsibility for resolving the complaint may request an extension of up to 30 additional calendar days after the initial 14-day suspense.

4. Receipt of complaints will be annotated in writing on a DA Form 7279-R, Part Id. If the receiving agency decides not to investigate but to refer the complaint to another agency or, back to the appropriate commander, the referral must be made within 3 calendar days with the written acknowledgment of the commander or agency receiving the referral (DA Form 7279-R, Part 10a).

5. The commander will provide written feedback to the complainant not later than the 14th calendar day after receiving the complaint and then provide updates every 14-calendar days until final resolution.

PART IV: THE RIGHT TO APPEAL

1. If the complainant perceives the investigation failed to reveal all relevant facts to substantiate the allegations, or that the actions taken by the command on his or her behalf were insufficient to resolve the complaint, the complainant has the right to appeal to the next higher commander in his or her chain of command. The complainant **may not** appeal the action taken against the perpetrator, if any is taken.

2. The appeal must be presented within 7 calendar days following notification of the results of investigation and acknowledgment of the actions of the command to resolve the complaint. The complainant must provide a brief statement that identifies the basis of the appeal. This will be done in writing on the DA Form 7279-R, Part IV, and the complaint form will be returned to the commander in the chain of command who either conducted the investigation or appointed the investigating officer.

3. Once the complainant initiates the appeal, the commander has 3 calendar days to refer the appeal to the next higher unit commander. The commander to which the appeal is made has 14 calendar days to review the case and act on the appeal (i.e. approve it, deny it, or conduct an additional investigation). Not later than the 14th calendar day following receipt of the appeal this commander shall provide written feedback, consistent with Privacy Act and FOIA limitations, to the complainant on the results of the appeal. Complaints that are not resolved at brigade level may be appealed to the General Courts-Martial Convening Authority. The only exception to this is where organizations have Memorandums of Understanding or Support that delegate Uniform Code of Military Justice authority to a local commander. **Decisions at this level are final.**

LESSON NUMBER 8

TASK: IDENTIFY EXTREMISM AND EXTREMIST ORGANIZATIONS

CONDITION: In a small group discussion environment.

STANDARD:

- Define the army's policy on extremism.
- Explain the prohibitions with regard to extremism. Explain the restrictions on participation in extremist organizations.
- Describe the definitions of terms related to extremism.
- Explain the responsibilities of the soldier with regard to extremism.

TIME OF INSTRUCTION: 1 Hour

LEAD IN: The United States Army is comprised of soldiers from various cultures, ethnic groups, religions and races from around the world. These various groups contain ideologies that range from extremely tolerant to extremely intolerant. It is the policy of the Army that extremism is incompatible with the responsibilities of military service. By learning more about the ideologies, history and dynamics of extremism, you will have a better understanding of the influences that can affect your fellow soldiers and how their beliefs or actions can affect those of their peers. Keep in mind that any issue within society will likely find its way into the Army at some point. Extremism is no exception.

Discussion Question: Ask students if they have ever been approached, or do they know of anyone who has been approached to join an extremist group. If so, how did they handle the situation?

1. Policy. It is the policy of the U.S. Army to provide equal opportunity and fair treatment for all soldiers without regard to race, color, religion, gender, or national origin. Based on this philosophy, participation in extremist organizations or activities is inconsistent with the responsibilities of military service. Military personnel must reject extremism. Extremist organizations and activities are ones that advocate racial, gender, or ethnic hatred or intolerance; advocate, create, or engage in illegal discrimination based on race, color, gender, religion, or national origin; advocate the use of force or violence, or unlawful means to deprive individuals of their rights under the United States Constitution or the laws of the United States or any State; or advocate or seek to overthrow the Government of the United States, or any State by unlawful means.

2. Prohibitions. Soldiers are prohibited from the following actions in support of extremist organizations or activities. Penalties for violations of these prohibitions include the full range of statutory and regulatory sanctions, both criminal (UCMJ) and administrative.

- a. Participating in a public demonstration or rally;

b. Attending a meeting or activity with knowledge that the meeting or activity involves an extremist cause when on duty, when in uniform, when in a foreign country (whether on or off duty or in uniform), when it constitutes a breach of law and order, when violence is likely to result, or when in violation of off-limits sanctions or a commander's order;

c. Fund raising;

d. Recruiting or training members (including encouraging other soldiers to join);

e. Creating, organizing, or taking a visible leadership role in such an organization or activity;
or

f. Distributing literature on or off a military installation with the primary purpose and content of which concerns advocacy or support of extremist causes, organizations, or activities and it appears the literature presents a clear danger to the loyalty, discipline, or morale of military personnel, or if the distribution would materially interfere with the accomplishment of a military mission.

3. Impact on the unit and the mission. When individuals in the Armed Services are supportive of extremism there is an immediate impact on the unit. Even as the mission continues and work is accomplished, the overall command climate changes as it adjusts to the new element. The unit might divide into opposing factions. When this happens the unit is no longer efficient and the "team concept" of accomplishing the mission is gone. Time and effort are now required to deal with the extremist views in the unit. The following are examples of how the unit is affected.

a. Command climate suffers. If there is a lack of trust and cohesiveness among unit members, morale will suffer, along with unit readiness.

b. Polarization of groups is a logical by-product of extremism within a unit. Extremists are not likely to work closely with members of other groups.

c. Undermines confidence among or between unit members.

d. Productivity and mission accomplishment can be seriously affected. The unit may not work together in training or a mission environment.

e. An enormous amount of time may be spent to retrain, counsel, investigate, and take corrective action.

4. Terms and definitions. In addition to the definition already presented for extremism and extremist organizations and activities, there are other terms you should be familiar with in order to discuss this issue with your soldiers. They include:

a. Supremacist. Any person(s) maintaining the ideology, quality, state of being, or position of being superior to all others in something.

b. Extremist. A person who advocates the use of force or violence; advocates supremacist causes based on race, ethnicity, religion, gender, or national origin; or otherwise engages to illegally deprive individuals or groups of their civil rights.

c. Extremist Organizations. Groups, which advocate the use of force or violence in support of supremacist causes; based on ethnicity, religion, gender, or national origin; or otherwise engages in efforts to illegally, deprive individuals or groups of their civil rights.

d. Ideology. A systematic body of concepts especially about human life or culture; a way of thinking used by a group or individual to express their beliefs and social values.

5. *Recruitment and Affiliation.* Instead of standing in streets dressed in sheets and shouting hate messages, extremists may sit in bars and break areas, wearing street clothes. The standard hateful message has not been replaced; just packaged differently. Recognizable hate symbols and paraphernalia are usually hidden until a recruit is hooked on the validity of the ideology. In some cases, individuals who subscribe to extremist ideology are not necessarily members of any group.

6. *Extremist groups and organizations.* The majority of extremist groups and organizations have one predominant theme of superiority of one race over another. This theme can also be applied to ethnicity and religious groups. Some of these groups and organizations proclaim violence as a means to achieve their goals. Most of these groups develop ideologies in an attempt to justify, legitimize and rationalize one particular version of reality. While the following groups are not representative of all extremist groups, a large portion fall into one of the three following categories:

a. White Supremacy Ideology. According to this ideology, the Caucasian race is directly descended from Adam:

- (1) Separatists (Nationalist).
- (2) Third Position (Aryan Socialism).
- (3) Neo-Nazi Skinheads.
- (4) Fifth Era.

b. Identity (or Christian Identity). Followers of this ideology tend to believe the Jews are the descendants of Satan, and white Anglo-Saxons are the true Israelites, "God's chosen people."

- (1) Ku Klux Klan.
- (2) Neo-Nazi.
- (3) Aryan Nation.
- (4) Identity Movement Churches.

(5) New Jerusalem Fellowship.

(6) Church of Jesus Christ Christian.

(7) Church of the Creator.

c. Black Supremacy Ideology. Most black supremacist groups have been inactive for over 10 years and while they are not a threat today, they are always a potential threat in the future. The last major black extremist group that posed a threat was the Yahweh's who embarked on a killing campaign against Caucasians in the mid-1980's. Law enforcement authorities infiltrated this group and its members were imprisoned.

7. *Tattoos*. Tattoos are frequently associated with racist and/or gang activities. Skinheads frequently use tattoos and symbols of lightning bolts, skulls, Nazi swastikas, eagles, and Nordic warriors. Skinhead graphics also feature barbed wire, hobnailed boots, and hammers in their symbolism. This information being provided is general in nature and is provided as a guide only. No immediate assumptions should be made when strange or suspicious tattoos are observed. However, they may be considered a warning signal something might be worth checking into further. When in doubt, consult the Staff Judge Advocate for clarification and guidance.

8. *Command Authority*. Commanders have the authority to prohibit military personnel from engaging in or participating in any activities the commander determines will adversely effect good order and discipline or morale within the command. This includes, but is not limited to, the authority to order the removal of symbols, flags, posters, or other displays from barracks; to place areas or activities off-limits (see AR 190-24); or to order soldiers not to participate in those activities that are contrary to good order and discipline or morale of the unit or pose a threat to the health, safety, and security of a military installation.

9. *Command Options.* Commander's option for dealing with a soldier's violation of the prohibitions include:

a. Soldiers will be counseled by commanders of the inconsistency of Army goals, beliefs, and values concerning extremism. Leaders will take extremist activities into consideration when recommending soldiers for leadership positions or evaluating overall duty performance during evaluation reports.

b. UCMJ action. Possible violations include:

(1) Article 92 -- Riot or breach of peace.

(2) Article 117 -- Provoking speeches or gestures.

(3) Article 134 -- General article, specifically, conduct which is prejudicial to the good order and discipline or service discrediting.

c. Involuntary separation for unsatisfactory performance or misconduct or for conduct deemed prejudicial to good order and discipline or morale.

d. Reclassification actions or bar to reenlistment actions, as appropriate.

e. Other administrative or disciplinary action deemed appropriate by the commander, based on the specific facts and circumstances of the particular case.

10. *Individual Responsibilities:*

a. Reject affiliation with any extremist organizations, activities, and beliefs.

b. Encourage others (peers and subordinates) to avoid affiliation through leadership.

c. Report specific indicators to the chain of command so appropriate action can be taken before the situation gets worse.

d. Seek clarification from chain of command on "hot" topics, current issues, and current policies.

11. *Conduct a check on learning and summarize the learning activity.*

Discussion Question. What is expected of military members with regard to participation in extremist organizations or activities?

Discussion Question. What are some specific activities, which are prohibited?

Discussion Question. What is the one predominant theme found in most extremist organizations or activities?

Discussion Question. How do you define the term “ideology?”

12. CLOSING: Extremism in most any form can have a very serious and negative impact on unit cohesion and effectiveness. We must always try to be aware of any type activity trying to surface in our work areas and living areas. As the leaders in the Army, you are in the best position to know what the soldiers are doing. You are also in the best position to influence your soldiers. You should be always on the alert for signs of extremist activities within your organization. Encourage your soldiers to report anyone approaching them on the subject of extremism. If you see evidence of this type of behavior or activities, immediately report your concerns to the chain of command. Our soldiers have every right to expect the Army to keep this type of activity out of their living and working areas. You have the responsibility to do your absolute best to ensure it does not surface in your unit. Are there any questions?

LESSON NUMBER 9

TASK: GROUP DEVELOPMENT THEORY

CONDITION: In a small group discussion environment.

STANDARD:

- Identify the working definition of a group.
- Identify formal and informal groups.
- Identify the reasons people join groups.
- Describe the four stages of group development.
- Identify group task and maintenance functions.

TIME OF INSTRUCTION: 2 Hours

PART I: THE FORMATION OF GROUPS

1. Define group: A group is more than two persons who interact with each other in such a manner that the behavior or performance of one is influenced by the behavior or performance of the others.

2. Two types of groups: formal groups (task oriented) and informal groups (social oriented).

3. Reasons for group formation: security, social, esteem, proximity, attraction, and ordered to.

Discussion Question: What are some examples for each of the reasons for group formation?

4. The five stages of group development: Form, Storm, Norm, Perform, and Adjourning Stage.

a. First Stage - **Form** - The behavior of the group members can be characterized as:

(1) Dependent on direction: Things like what a person's job is within the group and who is in charge are very important.

(2) Members are polite: Letting people see your real identity is not very easy in group formation. Many false fronts are used to cover areas considered to be problems.

(3) Introduction and sharing of information: The basics of who is in the group. Information like where everyone is from, where they have served, MOS, etc..

(4) Stereotyping individuals based on first impressions: Deciding what a person is like based on first impressions is the most common problem in group formation. For most people, a first impression is lasting, whether or not it is correct.

(5) Conversations are about safe acceptable topics: These subjects may include weather, sports, duty stations, not normally race, religion, etc..

(6) Avoid disclosure, feedback, and interpreting non-verbals: Questions like, “how do you feel about that statement?” or “Why are you frowning?” are not common during this phase. Also statements of personal feelings such as “I feel afraid” are seldom heard. The time a group remains in this stage depends on the structure, task, and leadership.

b. Second Stage - **Storm** - The behavior of the members of the group can be characterized as:

(1) Counter-dependent: This means that each group member strongly feels the need to take care of himself/herself during this stage.

(2) Bid for power: Statements like “I think we should do it this way,” are very common.

(3) Competitive: Trying to win every situation, or out argue on conflicting points.

(4) Rationalization: This is a thought process that ensures we feel that we are right regardless of what others may say.

(5) Close-minded: Not listening to others point of view and discounting their opinion as worthless.

(6) Conflict/Hostility: Emotions run high during this stage. Individuals in total disagreement with the group are common.

(7) Cliques are formed: People with like viewpoints tend to get together in an “us against them” type of attitude.

(8) Unexpressed individual needs.

(9) Creativity suppressed: With so many ideas suppressed, the group gets little accomplished toward the task at hand during this stage.

(10) Try to reach resolution by vote, compromise, or arbitration.

c. Third Stage - **Norm** - The behavior of the members of the group can be characterized as:

(1) Independent and constructive: Group members are able to operate as a group on their own.

(2) Real listening takes place: The mood is much more open-minded during this stage.

(3) Attempts to gain and maintain control lessen: Individuals no longer try to control the movement of the group.

(4) Progress toward objectives: The job starts to get done.

(5) Creativity begins: Group member’s trust each other enough to be expressive.

(6) Roles identified.

(7) The leader may become somewhat less identifiable or necessary to the group. The job of each member of the group will be defined more clearly.

d. Fourth Stage - **Perform** - The group's behavior can be defined as:

- (1) Independent.
- (2) High group morale and esprit.
- (3) Intense group loyalty.
- (4) Individual creativity is encouraged.
- (5) Disagreement is OK.
- (6) No cliques.
- (7) Group adopts an identification symbol.

e. Fifth Stage - **Adjourning** - The behavior of the group can be characterized as:

- (1) Less task ability.
- (2) Regression to less productive behavior.
- (3) Separation, grieving behaviors.
- (4) Re-definition.
- (5) Termination or mini-death.

Discussion Question: What stage of group development would you classify your squad, section, or platoon?

PART II: THE TASK AND MAINTENANCE FUNCTIONS

1. *Task Functions are required behavior in selecting and carrying out a group task.*

a. *Information seeking or giving.* Requesting or supplying factual material about a group concern; asking for and giving ideas or generalizations.

b. *Opinion seeking or giving.* Requesting or supplying opinions and beliefs, evaluating, or helping the group find out what members think or feel.

c. *Initiating activity.* Starting the discussions, proposing tasks, goals, or solutions; defining a problem or an aspect of a problem.

d. *Clarifying/elaborating.* Giving example, paraphrasing, interpreting, developing meetings, or building on other's ideas.

e. *Coordinating.* Showing relationships among ideas or suggestions.

f. *Summarizing.* Restating information, opinions, or suggestions in concise form after the group has discussed them.

g. *Consensus testing.* Sending up a "trial balloon" to see if the group is nearing a conclusion, identifying points where agreement is not yet reached, or asking for a group commitment by vote or general agreement.

Discussion Question: Which of the task functions do you consider the most important and why?

2. *Maintenance functions (within the group).*

a. *Gatekeeping.* Trying to keep communication channels open, and helping others to contribute or participate in the discussion.

b. *Climate making and encouraging.* Developing and maintaining a friendly, warm, relaxed, and accepting, atmosphere.

c. *Harmonizing.* Reducing and reconciling misunderstandings, disagreements, and conflicts; reducing or relieving negative feelings.

d. *Compromising.* When one's own ideas or status is involved in a disagreement, offering to seek mutually acceptable alternatives.

e. *Expressing personal feelings.* Letting others know what you feel to prevent bad feeling from blocking progress; to give positive feedback when good feelings will help the group's progress.

f. *Expressing group feelings.* Summarizing what the group feeling is sensed to be, and describing reactions of the group to ideas or solutions.

g. *Standard setting.* Expressing the standard or criteria for use in choosing content or procedures.

Discussion Question: Which of the maintenance function do you consider the most important and why?

LESSON NUMBER 10

TASK: HIV AND “SAFE SEX” PRACTICES

CONDITION: In a small group discussion environment.

STANDARD: Be familiar with the following:

- The extent of the HIV/STD epidemic in the United States.
- Who is at risk for HIV/STD infection.
- Strategies for reducing risk of HIV infection.
- Risk of HIV infection associated with deployment to areas where HIV is common.

TIME OF INSTRUCTION: 1 Hour

1. The extent of the HIV/STD epidemic in the United States (Seroconversion means changing from being HIV negative to HIV positive.)

- a. Males are over 3 times as likely as females to seroconvert.
- b. Unmarried soldiers are over 2 times as likely to seroconvert as married soldiers are.
- c. Soldiers with lengths of service (LOS) less than 3 years and those with LOS between 3 and 5 years have similar seroconversion rates. Those with LOS of 6 or more years have a lower seroconversion rate.

2. Who is at risk for STDs/HIV infection?

- a. Young adults.
- b. Women of childbearing age.

3. Strategies for reducing HIV/STD infection.

- a. Responsible sexual activity or abstinence from sexual activity outside of marriage.
- b. Avoid:
 - (1) Multiple sex partners.
 - (2) Sex partners who have many other sex partners.
 - (3) Sex partners who have high risk sex partners.
 - (4) Unfamiliar sex partners.
- c. Use condoms, when appropriate.

- d. Don't inject illegal drugs.
4. Risk of HIV infection associated with deployment to areas where HIV is common.
- a. Where will the deployment take place?
 - b. How long will the deployment last?
 - c. What type of mission will the deployment be?
 - d. What will be the degree of contact with local inhabitants?

LESSON NUMBER 11

TASK: “THE MEDAL – CPL MITCHELL RED CLOUD, JR.”

CONDITION: In a small group discussion environment.

STANDARD:

- All participants will become acquainted with the circumstances, which led to this Medal of Honor being granted.
- All participants will be able to relate CPL Red Cloud’s actions to today’s Army values.

Notes to instructor: This lesson may be taught using any Medal of Honor citation as the basis. They are generally available in unit libraries, or may be obtained through the Center for Military History or on the Internet at <http://www.army.mil/cmh-pg/mohom.htm>.

You should conduct this lesson by explaining what the Medal of Honor is, setting the scene for this specific award (in this case, explaining something about the Chinese entry into the Korean War), reading the actual citation, and then engaging in discussion. You might also mention to those present that Camp Red Cloud in Korea is named after this soldier.

“By the spring of 1950 the initial shock suffered by allied forces in Korea when the Chinese communist army entered into the war had been halted. Still, Chinese tactics often led to circumstances where American ground units found themselves fighting against overwhelming concentrations of enemy forces. Elements of U.S. Army’s 24th Infantry Division were often among these units. On 5 November 1950, Company E, 19th Infantry Regiment was surprised by a massive enemy attack. CPL Mitchell Red Cloud, Jr., of Hatfield, Wisconsin, stopped the initial attack by standing and delivering automatic rifle fire point blank into the advancing enemy. Even when badly wounded, he supported himself by leaning against a tree and continuing to fire until he was killed. His action saved his company from being overrun.”

His actual citation for the Medal of Honor reads:

(Read actual citation out loud:)

“Corporal Red Cloud, Company E, distinguished himself by conspicuous gallantry and intrepidity above and beyond the call of duty in action against the enemy. From his position on the point of a ridge immediately in front of the company command post he was the first to detect the approach of Chinese Communist forces and gave the alarm as the enemy charged from a brush-covered area less than 100 feet from him. Springing up, he delivered devastating point-blank automatic rifle fire into the advancing enemy. His accurate and intense fire checked this assault and gained time for his company to consolidate its defense. With utter fearlessness he maintained his firing position until severely wounded by enemy fire. Refusing assistance, he pulled himself to his feet and wrapping his arm around a tree continued his deadly fire again, until he was fatally wounded. This heroic act stopped the enemy from overrunning his

company's position and gained time for reorganization and evacuation of the wounded. Corporal Red Cloud's dauntless courage and gallant self-sacrifice reflects the highest credit upon himself and upholds the esteemed traditions of the United States Army."

Discussion Questions:

Which were the primary Army values that you think that CPL Red Cloud exhibited? (i.e. Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, Personal Courage)

Why do you think he was able to act with such heroism? (Training, courage, loyalty or concern for others, etc.?)

Do you think that CPL Red Cloud took care of his soldiers?

How do you think you might react in the same situation?

Have you known other Army soldiers or leaders, in your own career, who you think would make the same sacrifice as CPL Red Cloud did?

Who have you known in your Army career who has set the example for you; professionally, personally, or in terms of courage?

LESSON NUMBER 12

TASK: PREVENTION OF SEXUAL HARASSMENT

CONDITION: In a small group discussion environment.

STANDARD: Correctly identify situations of sexual harassment and recommend appropriate corrective action.

TIME OF INSTRUCTION: 2 Hours

LEAD IN: The elimination of sexual harassment has been a long-standing goal of the Army. During recent years the issue of sexual harassment has received significant media and political attention in both government and in private sectors. This heightened awareness on the causes of sexual harassment has intensified national debate on prevention strategies. Sexual harassment affects everyone. It detracts from a positive unit climate that promotes individual growth and teamwork, vital to combat readiness. Sexual Harassment victimizes males as well as females and can occur at any time, and is not limited to the workplace. For these reasons sexual harassment cannot and will not be tolerated.

INSTRUCTOR NOTES: The term “civilian employees” used in this lesson plan, refers to Department of Army civilian employees (DACs) working either appropriated fund or nonappropriated fund position, and Army family members who are contract employees. Prior to class review Army policy regarding senior subordinate relationships and fraternization in AR 600-20, Chapter 7.

1. Policy: Sexual harassment is a form of gender discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- a. submission to, or rejection of, such conduct is made either explicitly or implicitly a term or condition of a person’s job, pay, or career, or
- b. submission to, or rejection of, such conduct by a person is made as a basis for career or employment decisions affecting that person, or
- c. such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creates an intimidating, hostile, or offensive work environment.

Any person in a supervisory or command position who uses or condones implicit or explicit sexual behavior to control, influence, or affect the career, pay, or job of a soldier or civilian employee is engaging in sexual harassment. Similarly, any soldier or civilian employee who makes deliberate or repeated unwelcome verbal comments, gestures, or physical contact of a sexual nature is also engaging in sexual harassment.

2. Types of sexual harassment. Soldiers and civilians need to have a clear understanding of some of the basic principles which are critical to identifying types of behavior which constitute sexual harassment. Two of these include “quid pro quo” and “hostile environment.” Also, soldiers and civilians should understand “unwelcome” as viewed by a “reasonable woman” standard, and the relevancy of impact versus intent.

a. Quid Pro Quo. “Quid pro quo” which is a Latin term essentially means “this for that.” This term refers to conditions placed on a person’s career or terms of employment in return for sexual favors. It involves threats of adverse actions if the victim does not submit or promises of favorable actions if the person does submit. Incidents of quid pro quo can also have an adverse effect on third persons. It can result in allegations of sexual favoritism, or gender discrimination when a person feels unfairly deprived of recognition, advancement, or other career opportunities due to favoritism shown to another soldier or civilian employee based on a sexual relationship.

Discussion Question: What are some examples of Quid Pro Quo? (i.e. promotion, award or favorable assignment, disciplining or relieving individual for refusing, and poor evaluation reports)

Discussion Question: What would be an example of a third person Quid pro Quo? (i.e. A squad member who finds out that his or her squad leader recommends another soldier for promotion based upon promised or actual sexual favors, not upon merit or ability)

b. Hostile environment. A “hostile environment” occurs when soldiers or civilians are subjected to offensive, unwanted, and unsolicited comments and behavior of a sexual nature. If these behaviors have the potential of unreasonably interfering with their performance, then the environment is classified as hostile

Discussion Question: Give examples of a hostile environment.
(i.e. Feminine terms in describing unsatisfactory male performance such as wimp, sissy, or mama’s boy; jody calls during physical training; posting of sexually oriented cartoons and pictures in the work area; telling of sexually explicit jokes and sharing sexist attitudes and opinions.)

3. *Related elements of sexual harassment.* In addition to the two basic categories of “Quid Pro Quo” and Hostile Environment, soldiers and civilian employees need to be aware of other related elements to identify behavior that constitutes sexual harassment.

a. Impact vs Intent. Soldiers and civilians must understand that what they may consider to be joking or horseplay must be evaluated on its appropriateness and offensiveness as perceived by the recipient. When attention of a sexual nature is neither wanted, initiated, nor solicited, it is considered “unwelcome.” In determining whether such behavior constitutes sexual harassment, a primary concern is the impact of the act upon the victim, not the intent of the alleged harasser. An excuse such as, “I was only joking” is irrelevant.”

b. Reasonable person and reasonable woman standards. Another variable in assessing the impact or expected reaction to sexual harassment is measured by the “reasonable person standard” or the “reasonable woman standard.” These standards are used to predict the expected reaction to or impact of perceived offensive behaviors on the recipient. They ensure adequate sensitivity to a person’s feelings and perspective while avoiding extremes. The purpose of adopting a “reasonable woman’s standard” is to avoid the issue of male bias which could exist in a “reasonable person’s standard.”

4. *Categories of Sexual Harassment.* Sexual harassment behavior is a major factor for determining hostile environment and can be categorized into four basic forms: verbal comments, nonverbal gestures, printed material and physical contact. The following are common examples:

a. Verbal comments. Examples of verbal comments include telling sexual jokes and using profanity, threats; sexually oriented jody calls, sexual comments, whistling, describing certain sexual attributes about one’s physical appearance, and referring to soldiers or coworkers by honey, baby, sweetheart or dear. Initially this form of harassment appears innocent until someone demands that his or her appropriate title be used. When the victim’s request is not honored and the behavior is repeated or escalated to another form, it can be classified as creating a hostile environment.

b. Nonverbal gestures. Examples of nonverbal sexual harassment include staring at someone (giving the person “the eye” or “once over”), blowing kisses, licking lips, or winking in a suggestive manner. Nonverbal sexual harassment also includes sexually oriented pictures, faxes, screen savers, and e-mail. Nonverbal forms of sexual harassment may take on a more hostile appearance after the victim has rejected the advances of the harasser.

c. Physical contact. Examples of physical contact are touching, patting, hugging, pinching, grabbing, cornering or blocking a doorway, unsolicited back and neck rubs, or unsolicited clothing adjustments.

5. *Victim Impact.* Soldiers and civilians must understand the devastating affect sexual harassment can have on a victim and on unit readiness. Problems due to sexual harassment can manifest themselves in a number of ways. Some are very obvious, while others may be well hidden and not so visible. The first and most obvious impact sexual harassment has on victims is that it interferes with their work performance. A soldier or civilian employee who has to fend off offensive and repeated sexual attacks cannot perform quality work. Sexual harassment also creates a hostile environment by placing unreasonable stress on the victim. Sexual harassment promotes a negative form of stress that can affect everyone in the workplace. The impact of this form of stress on the victim can be devastating. It can affect not only the victim’s ability to perform effectively on the job but can also have an adverse impact on off duty time. Sexual harassment also puts a high degree of fear and anxiety into the workplace. When the harassment is quid pro quo, the fear of loss of job or career opportunities can undermine a unit’s teamwork and morale. The bottom line is this: anyone who is sexually harassed will be less productive, and the command climate will likely suffer. Soldiers and civilian employees can only reach their full potential in an environment that fosters dignity and respect.

6. *Sexual Harassment Checklist.*

INSTRUCTOR NOTE: In order to adequately assess whether an incident or behavior is or is not sexual harassment, students must apply the questions in the checklist. Take this time to summarize and check learning. Ask the class for an example of behavior for each question.

- Is the behavior inappropriate for the workplace?
- Is the behavior sexual in nature or connotation?
- Is the conduct unwanted, unwelcome, or unsolicited?
- Do the elements of power, control, or influence exist?
- Does the situation indicate a quid pro quo relationship?
- Does the behavior create a hostile or offensive environment?
- Is the behavior repeated as it relates to gender treatment?
- How would a “reasonable person” or “reasonable woman” be affected?

7. *Reporting Sexual Harassment.* All soldiers and their family members have the right to prompt and thorough redress of sexual harassment complaints without fear of intimidation or reprisal. Refer to AR 600-20, which contains detailed information on the Army’s EO complaint process. The chain of command is the primary channel for handling and correcting allegations of sexual harassment. Although a number of alternate channels are available, soldiers and DA civilians are encouraged to bring their complaints to the first line supervisor for resolution at the lowest possible level. Should complainants feel uncomfortable in bringing their concerns to the chain of command or the allegation of sexual harassment is against a member of the chain, a number of alternate agencies are available to assist in the complaint process. Complaints of sexual harassment may be filed formally or informally.

a. An informal complaint is one in which the complainant does not wish to file his or her grievance in writing. In attempting to resolve the problem at the lowest possible level, it may not be necessary to involve the commander or other members of the chain of command.

b. Soldiers, family members, or civilians who wish to file a formal complaint must submit a sworn statement using DA Form 7279-R. The complainant is responsible for providing all pertinent information to include a detailed description of the incident and the names of witnesses and other involved parties. Complainants have 60 calendar days from the date of the alleged incident in which to file a formal complaint of sexual harassment. The commander who acknowledges the complaint has 14 calendar days to resolve the complaint or provide written feedback to the complainant. An extension of additional 30 calendar days may be required in special circumstances. At the conclusion of the commander's inquiry or investigation, the complainant will be informed in writing as to whether his or her complaint was substantiated and the appropriate action taken. Should the complainant disagree with the findings or actions taken to resolve the complaint, the complainant may file an appeal. Appeals must be submitted within 7 calendar days of being notified as to the final disposition of the complaint. The appeal should be filed with the commander who processed the complaint, next higher commander within the chain, or with the commander who has General Court-Martial convening authority. Should complainants feel that they are victims of intimidation or reprisal actions, they must report such incidents to the chain of command or other alternate agencies.

8. *Recommended Techniques for Dealing with Sexual Harassment.* All soldiers and civilian employees have a responsibility to help resolve acts of sexual harassment and are encouraged to report them to the chain of command or appropriate agencies. There are certain actions victims can take to help them deal with sexual harassment situations. This following list is prioritized to denote a victim's increased involvement.

a. Diary. Keeping a record of daily events is a way to help victims clarify situations and events that affect them emotionally. Like a diary, the information that is recorded should resemble a journal of personal notes. These notes should be factual and include details to include time, location, and names of those present during each incident. Those who elect to use this strategy, however, should be cautioned not to keep their diary in the work area nor should they let others see or read their notes. In the event the victim decides to file a complaint, the diary can be useful in recalling specifics on who, what, when, and where.

b. Intermediary. A victim may want to take a more direct approach in attempting to stop a sexual harassment situation. However, he or she may feel intimidated, apprehensive or reluctant to speak to the harasser directly. In such cases, a coworker, supervisor, or another leader can serve as an intermediary and speak to the offender on behalf of the victim. Hopefully, the person who is asked to be an intermediary is not also intimidated. If so, chances for success by this means are minimal at best. An intermediary does not speak for the victim, but relates what behavior the victim wants stopped.

c. Letter. Another strategy for confronting sexual harassment is to write the harasser a letter. The letter should be professional, polite, and specific about what behaviors are offensive and unwelcome. The letter should contain at

least three parts: first, an objective description of the behavior or incident(s) without evaluating the harasser or providing editorial comments; second, a description of how the victim is affected by the behavior; and finally, what the victim wants the harasser to do to correct the problem. The advantages of this technique is that it gives the victim a chance to handle the situation, it avoids formal charges and public confrontations, and it gives the harasser an opportunity to look at the impact of his or her behavior. Victims should be warned that a letter also could be interpreted by the harasser as a sign of weakness or intimidation. Therefore, the victim should be prepared to report the incident should the harassment continue.

d. **Confronting.** Confronting the harasser directly can be an effective method for dealing with unwanted, offensive behavior. Soldiers and civilian employees are encouraged to take this course of action whenever it is appropriate to do so. However, depending on the severity of the act and victim's own confidence for success, direct confrontation may not be appropriate in all circumstances. Victims should be aware that successful confrontation involving severe forms of harassment does not preclude reporting the harassment to the chain of command. Victims of sexual harassment should be encouraged to confront their harasser at the time of the act or very soon thereafter and do so in a professional manner. The victim should tell the harasser exactly what behavior is offensive and unwanted. However, the victim should be cautioned when using this approach not to verbally attack the harasser, but calmly describe the behavior. Finally, victims should let the harasser know how they feel and that his or her behavior will be reported to the chain of command if the behavior is continued or repeated.

e. **Reporting.** The decision to report an incident of sexual harassment is often viewed as a last resort by most victims. This is due to their fear of involvement, fear of reprisal, or fear of being identified as one who complains. Reporting does have its place even when the victim has been successful in stopping the harassment. Depending on the severity of the incident, "reporting" may be the appropriate first course of action. Reporting may also be the final choice when prior coping efforts have failed and no alternative remains. Reporting must deal with facts so that the commander or other leaders can address specific issues and talk to valid witnesses.

INSTRUCTOR NOTE: At this time have everyone read the scenarios to themselves and then allow the remainder of time to discuss each scenario.

PRACTICAL EXERCISE

SITUATION A: CPT Bob Jack overheard two of his coworkers, CPT Lisa Gray and ILT Adam West, laughing quietly, whispering, and flirting with each other. The next time CPT Jack passed CPT Gray, he winked and said, "Hi, sweet thing," and looked her over, all in a joking manner. CPT Gray was angry and offended and told him so.

Discussion Question: Did CPT Jack sexually harass CPT Gray?

SITUATION B: When Tom Bennet, a civilian supervisor of military personnel, gets his work group together for their monthly planning session, he always asks SSG Carol Jackson to take notes and make coffee. His work group consists of three administrative assistants—SSG Jackson, SSG Kelvin Bridges, and SSG Reginald Gibson.

Discussion Question: Is Tom sexually harassing SSG Jackson?

SITUATION C. Throughout the day, MSG York has to drop by the job site to oversee the work of his crew, which is made up of three women and eight men. When he passes SFC Monica Thomas or SSG Pamela Hey he occasionally pats one of them or gives them a "little pinch" or a hug. He has never said anything really sexual to either of them, and they've never objected to his occasional touches.

Discussion Question: Is MSG York sexually harassing the women?

SITUATION D: MAJ Chong really likes his subordinates, and he makes it a point to treat everyone the same. He especially likes to joke and tease in what he feels is a good-natured way. He makes comments like "How's your love

life?” and “Don’t do anything I wouldn’t do”, but MAJ Chong would never be lewd or offensive. None of his subordinates has ever objected, and sometimes they laugh.

Discussion Question: Is this sexual harassment?

SITUATION E: Last night MSG Donald Reese went to a business dinner meeting arranged by his boss, CPT Ora Issacs. He expected the whole office staff to be there, but it was just the two of them. The restaurant was dimly lit, with a very romantic atmosphere. After a few drinks MSG Reese realized that the only business to be discussed was CPT Issacs’ attraction to him. Just before suggesting that they go to her house for a nightcap, she mentioned MSG Reese’s upcoming Noncommissioned Officers Evaluation Report (NCOER).

Discussion Question: Is CPT Issacs sexually harassing MSG Reese?

SITUATION F: SGT Martha White is very attracted to her supervisor, SFC Dan Black. Since they’re both single, she asked him over for dinner one Friday evening. After a very pleasant evening and a few too many drinks, they ended up spending the night together.

Discussion Question: Is this sexual harassment?

ANSWERS:

SITUATION A: Yes. CPT Jack’s behavior was inappropriate and constitutes sexual harassment. His action has the potential for creating a hostile environment. Although the behavior displayed by CPT Gray and ILT West is not identified as sexual harassment it appears inappropriate for the work place.

SITUATION B: No. There is no rationale given in the scenario as to why Mr Bennet has SGT Jackson take notes and make coffee, it appears to be discrimination based upon gender role stereotyping, and not sexual harassment. There is not enough information to determine why Mr. Bennet assigned SGT Jackson these specific duties during the monthly planning sessions.

SITUATION C. Yes. Based upon the scenario MSG York’s behavior appears to be a physical form of sexual harassment. The question is “pats where and pinches where?” There is nothing in this scenario which would indicate that MSG York’s behavior is either sexual or offensive but, his physical touching of his subordinates was neither requested nor asked for, and thus has the potential for creating a hostile environment. The behavior is also only directed at two of the three women on the job site. Therefore it appears gender based and inappropriate. His behavior could also be perceived as a form of preferential treatment by the men on the job site and cause for a complaint of treatment that is based on gender difference.

SITUATION D. No. This is not sexual harassment. Though some may view MAJ Chong’s comments as a subtle form of harassment, his actions should not be viewed as sexual or offensive. He treats both men and women the same. However, as the supervisor his comments may be inappropriate.

SITUATION E. Yes. CPT Issacs’ behavior is a “quid pro quo” form of sexual harassment. Although she has not mentioned sex in her conversation with MSG Reese, she has made it clear that there is a direct connection between his response to her suggestion for a nightcap at her place and his next NCOER.

SITUATION F. No. However it is clearly inappropriate for supervisors and their subordinates to get involved romantically. This behavior can damage unit morale and discipline. This is also a possible UCMJ violation, unprofessional relationship.

LESSON NUMBER 13

TASK: PROFESSIONAL ETHICS

CONDITION: In a small group discussion environment.

STANDARD: IAW stated Army Values

TIME OF INSTRUCTION: 2 hours

LEAD IN: As a soldier, you must be a person of strong and honorable character committed to the professional Army ethic. This lesson will provide you with the fundamentals of what a leader must be to have the moral strength and courage to make hard decisions, the professional army ethic, and the ethical decision-making process.

PART I: BELIEFS

Discussion Question: What are beliefs?

ANSWER: Assumptions or convictions that you hold as true about some person, thing, or concept. Assumptions are suppositions that something is true. Convictions are strong persuasions that something is true.

Discussion Question: Why are your soldiers' beliefs important?

ANSWER: People generally behave in accordance with their beliefs. Emphasize that an individual cannot normally prove all of his beliefs. Some examples of individual beliefs that might affect individual behavior are: one soldier believes that "duty" means "8 to 5." Another believes that "duty" means selflessly serving their unit regardless of the time of day. One leader believes that rewards and punishments are the only way to motivate soldiers. Another believes that they should use rewards and punishments only in exceptional cases.

Discussion Question: As a soldier, why are your personal beliefs important?

ANSWER: The beliefs of a soldier impact directly on the leadership climate, cohesion, discipline, training, and combat effectiveness of a unit.

Note: Select students to explain in their own words how the personal beliefs of a leader could impact on each item in the above answer. Discuss student responses in light of these key points:

a. Leadership climate. A leader must create a climate that encourages their subordinates to want to actively participate and accomplish the mission. The key ingredients in developing this climate are mutual trust, respect, and confidence. A leader's belief that they can not trust their subordinates interferes with the development of a good leadership climate in the unit.

b. Cohesion. Cohesion is the commitment of soldiers to each other. It strengthens their willingness to fight and sacrifice their personal safety. Cohesion also requires strong bonds of mutual trust, respect, and confidence.

c. Discipline. Disciplined soldiers do their duty promptly and effectively in response to orders, or even in the absence of orders. The elements of discipline are values, character, and the will of soldiers and leaders.

d. Training. Training must challenge soldiers and be as realistic as possible.

e. Combat effectiveness. Combat effectiveness results from a combination of leadership climate, cohesion, discipline, and training.

PART II: VALUES

Discussion Question: What are values?

ANSWER: Attitudes about the worth or importance of people, concepts, or things. An attitude is a mental position, feeling, or emotion.

Discussion Question: How do values influence behavior?

ANSWER: People use their values to decide between alternative actions.

Note: Emphasize that personal values need not be logical. Select students to give examples of personal values that might influence behavior. (i.e. truth, money, friendships, justice, human rights, and selflessness)

Discussion Question: What are the seven individual values considered essential for building the trust necessary for efficient unit operations?

ANSWER: Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage.

Note: Select students to explain in their own words how each individual value contributes to unit effectiveness. Ensure that the student responses include these key points:

- a. **Loyalty** - Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other soldiers.
- b. **Duty** - fulfill your obligations.
- c. **Respect** - Treat people as they should be treated.
- d. **Selfless-Service** - Put the welfare of the nation, the Army, and your subordinates before your own.
- e. **Honor** - Live up to all the Army values.
- f. **Integrity** - Do what's right, legally and morally.
- g. **Personal Courage** - Face fear, danger, or adversity (Physical or Moral).

PART III: NORMS

Discussion Question: What are norms?

ANSWER: Rules or laws (normally based on agreed-upon beliefs and values) that members of a group follow to live or work together in harmony.

Note: Select students to give examples of formal and informal norms. Examples of formal norms are traffic signals, the Uniform Code of Military Justice, the Geneva Conventions, uniform regulations, safety codes, and unit SOPs. Informal norms are things like this unit will not abandon casualties. Shared values are the basis of norms. As a leader, you have the power to influence the beliefs and values of your soldiers.

Discussion Question: Why is it important for you to nurture and shape the beliefs and values of your subordinates?

ANSWER: Their beliefs and values are fundamental motivating factors. You also have the power to influence the norms of your unit.

Discussion Question: How can you influence beliefs, values, and norms?

ANSWER: By setting the example; by recognizing behavior that supports professional beliefs, values, and norms; and by planning, executing, and assessing tough, realistic individual and collective training.

Note: Select students to explain in their own words how each action can influence the beliefs, values, or norms of their subordinates. Discuss student responses in light of these key points:

a. Setting the example. As a leader, you must respect your soldiers and you must earn their respect if you are to influence their beliefs and values. Subordinates will always respect your rank, but they will base their genuine respect on your demonstrated character, knowledge, and professional skills.

b. Recognizing behavior that supports professional beliefs, values, and norms. Once your soldiers respect you and want your approval, you can guide them to demonstrate unselfish concern for the unit and other soldiers. You can reinforce this behavior with positive feedback and by praising them for things they do that support duty, cohesiveness, discipline, good training, and good maintenance.

c. Planning, conducting, and assessing tough, realistic individual and collective training. "Tough" training occurs when leaders and soldiers mutually experience realistic, exhausting conditions that prepare them, as a team, for the stress of combat.

PART IV: CHARACTER

Discussion Question: What is character?

ANSWER: A person's inner strength that links values and behaviors.

Discussion Question: Why is character important? How can you build your own character?

ANSWER: Soldiers want leaders who provide strength, inspiration, and guidance to help them become winners. The soldiers' assessments of a leader's character determine whether or not they are willing to trust their lives to that leader. To build your own character you can: assess the present strength of your values and character. Determine the values you want to promote. Seek out missions and situations that support developing such character. Select a role model that demonstrates the values and character you are trying to develop.

Discussion Question: How can you influence the character of your soldiers?

ANSWER: By eliminating counterproductive beliefs, values, and behaviors. Leaders will not be able to influence the beliefs, values, and character of all soldiers. They can help soldiers to develop character if the soldiers want to change.

PART V: PROFESSIONAL ARMY ETHIC

Discussion Question: What is the professional army ethic?

ANSWER: The doctrinal statement is in FM 100-1. The ethic sets the moral context for service to the nation and inspires the sense of purpose necessary to preserve the nation, even by using military force. *Discuss student responses in light of these key points:*

a. Loyalty means being loyal to the nation, the Army, and the unit. Loyalty to the Army means supporting the military and civilian chain of command. Loyalty to the unit expresses both the obligation between the leaders and the led and the shared commitment of soldiers to other soldiers.

b. Duty means accomplishing all assigned tasks to the fullest of your ability.

c. Selfless service means that you must resist the temptation to put self-gain, personal advantage, and self-interests ahead of the interests of the nation, the Army, or your unit. Your rank and position are not personal rewards. You earn them so that you can better serve the nation, the Army, and your unit.

d. Integrity means being honest and upright, avoiding deception, and living the values that you suggest for your subordinates. Integrity is the basis for the trust and confidence that must exist among members of the Army. The concepts of beliefs, values, norms, and character are fundamental to an understanding of professional ethics.

Discussion Question: What are ethics?

ANSWER: Ethics are principles or standards that guide professionals to do the moral or right thing. As a leader, your commitment to the professional army ethic requires you to fulfill three ethical responsibilities. They are:

- a. Be a role model. You are on display at all times and your actions speak louder than your words.
- b. Develop your subordinates ethically. You must shape the beliefs and values of your soldiers to support the values of the nation, the Army, and the unit. You develop your subordinates by personal contact and by teaching them how to reason clearly about ethical matters.
- c. Avoid creating ethical dilemmas for your subordinates. Since your soldiers will want to please you, do not ask them to do things that will cause them to behave unethically.
- d. The key to fulfilling your ethical responsibilities is ensuring that your own behavior is ethical. This may not seem to be a problem. In most situations, the ethical course of action is obvious. The real question is whether or not you have the character to live by sound professional values when under pressure. Sometimes, however, you will find yourself in complex situations where the right ethical choice is unclear. When in such situations, you should use a decision-making process to help you identify the course of action that will result in the greatest moral good.

Discussion Question: What are the steps in the ethical decision-making process?

ANSWER: Interpret the situation, analyze factors and forces, choose course of action, and implement course of action.

Note: Take a minute to read the student handout. Identify the ethical dilemma in the Student Handout. Remind the students that ethical dilemmas exist when two or more deeply held values collide. The basic problem in this situation is a conflict between the value of "mission accomplishment" and the value of "obeying the laws of land warfare." Remember that each student perceives the situation in terms of his/her own personal beliefs, values, norms, and character. It is possible that some students may not value either "mission accomplishment" or "obeying the laws of land warfare" highly enough to perceive the ethical dilemma in this situation.

Discussion Question: What is the second step in the EDM process?

ANSWER: Analyze all the factors and forces that relate to the dilemma.

Note: Select students to explain how each force in this model might have a bearing on the problem. Ensure that student responses include these key points:

- a. Laws, Orders, and Regulations. The law of land warfare requires soldiers to avoid the unnecessary loss of civilian life and property. Your concern that violations of the law of land warfare fall under the UJMC might influence you to choose another course of action.
- b. Basic National Values. Our country has a public commitment to defeat an enemy in battle. This commitment, however, does not condone the use of all available means, only what is militarily necessary to win. There is also a "principle of proportionality" that requires that violence in war must not create a greater evil than it seeks to destroy. Our country also has a public commitment to respect the rights and safety of civilians caught in the area of military operations. This commitment does not require that we abandon any plan that endangers civilians; rather we strive to minimize civilian casualties. Your interpretation of these commitments might influence you to call for mortar fire on the house. On the other hand, the psychological effect on both the local nationals and the

American public could do more damage to the war effort than you would gain from aggressive actions. This consideration might influence you to choose another course of action.

c. Traditional Army Values. Mission accomplishment, concern for the safety of subordinates, and loyalty to the unit are all values that might influence you to call for mortar fire on the house. Obeying the laws of land warfare and showing concern for the innocent might influence you to choose another course of action.

d. Unit Operating Values. Unit norms are unknown in this example. Some units might have inappropriate norms that could influence you to make a hasty decision:

- "In combat, the end justifies the means."
- "If the enemy violates the laws of war, then the laws of war no longer apply."
- "The safety of U.S. troops and equipment is more important than the safety of civilians or damage to any buildings."

e. Your Values. It is impossible for anyone to determine in a classroom exactly what he/she will think or feel in combat. Past experiences and strongly cherished values would influence your decision. Institutional Pressures. The previously issued directive that urged fast, aggressive action might influence you to call for mortar fire.

Discussion Question: Since ethics is a part of leadership, what other factors should you consider in the ethical decision-making process?

ANSWER: You should also consider the four factors of leadership--the led, the leader, the situation, and communications.

Note: Select students to explain how each of the four factors of leadership influences the choice of a course of action. The following are some examples of how the factors of leadership may influence the course of action:

- a. Led. Your concern for the welfare of your soldiers could influence you to call for mortar fire.
- b. Leader. Your concern to accomplish your assigned mission could influence you to call for mortar fire. Your concern to protect yourself from the consequences of a bad decision could influence you to "pass the buck" to your commander.
- c. Situation. Your knowledge of your own limitations in ethical situations might also influence you to "pass the buck."
- d. Communications. Effective communication does not appear to be a major consideration in this situation. Your soldiers freely communicated their concerns to you. Your desire to maintain this bond should influence you to carefully consider their concerns when identifying and evaluating courses of action.

Discussion Question: What is the third step of the EDM process?

ANSWER: Choose the course of action you believe will best serve the nation.

Note: Emphasize to the students that the course of action chosen must be the one that best serves the nation, not themselves or their superiors. Explain to the students that identifying and evaluating possible courses of action are implied steps. Select several students and have them identify possible courses of action. Some possible courses of action are:

- a. Call for mortar fire on the house--the "mortar fire" course of action.
- b. Communicate your situation to higher authority and take no further action until given directions--the "wait-for-further-instructions" course of action. Engage the enemy patrol in the house using tactical means of limited destruction; e.g., Sniper fire, squad or platoon assault, etc.--the "sniper/assault" course of action.

NOTE: Select students to weigh the alternative courses of action in terms of influencing forces and principles. Guide student responses to the following key points:

- a. The "mortar fire" course of action aims at mission accomplishment and the safety of your soldiers but violates the law of land warfare.
 - b. The "wait-for-further-instructions" course of action is more supportive of the law of land warfare and your personal concern for the safety of innocents, but it could cost the lives of more of your soldiers.
 - c. This "sniper/assault" course of action supports the law of land warfare and our nation's commitment to the safety of innocents, but it could also cost the lives of more of your soldiers.
- Finally, poll the group to select a course of action.

Discussion Question: What is the final step of the EDM process?

ANSWER: Implement the course of action you have chosen.

Note: Emphasize that success in this step really depends on the character of the leader. Identifying the ethical course of action is often easier than implementing it. Poll the group to identify some consequences of the chosen course of action. The group may favor the "wait-for-further instructions" course. Some students may prefer the "sniper/assault" plan. Remind these students that it will require a substantial amount of moral courage to adopt a plan that protects civilians by exposing one's own soldiers to added risks. The students should avoid the "mortar fire" course because any attack that disregards the safety of civilians could work against the interests of the United States and make the establishment of a lasting peace more difficult.

PART VI: SUMMARY

In this lesson, we discussed the professional army ethic and the ethical decision-making process. Your ability to lead flows from your individual beliefs, values, norms, and character. Your ability to inspire soldiers to do the brave and right thing flows from the example you set. The professional army ethic contains the values that guide the way leaders should carry out their professional responsibilities. When faced with a situation where the right ethical choice is

unclear, you must be able to use the ethical decision-making process to resolve the dilemma. You must have the moral strength and courage necessary to make hard decisions.

STUDENT HANDOUT

You are the first sergeant of Team A, TF 1-77. Your company is occupying security outpost positions in a farming region of some country. It is just after dark and you are at the company headquarters in a barn. You hear gunfire from the direction of your company's checkpoint by the road. SFC Jones, your reaction force leader, runs to get his men and you run to the checkpoint.

You arrive at the checkpoint and find three dead enemy soldiers. Two of your soldiers, PFCs Smith and Brown are also dead. SGT Phillips, the checkpoint NCO, received wounds in the fighting. As you begin first aid, he tells you that three enemy soldiers ran into the farmhouse across the road.

SFC Jones and his reaction force arrive in time to hear SGT Phillips tell you about the enemy soldiers in the farmhouse. SFC Jones wants to call for mortar fire on the farmhouse, but SGT Phillips tells you that the family living in the farmhouse brought coffee and food to the checkpoint just before dark. SGT Phillips doesn't want to repay the family's kindness by destroying their house or killing them.

You know that the law of land warfare requires you to avoid the unnecessary loss of civilian life and unnecessary destruction of civilian property, but you have already lost two men and don't want to lose any more. Your mission requires you to take rapid, aggressive action to kill or capture enemy soldiers in your area. If you don't do something fast, the enemy soldiers may leave the farmhouse and continue their mission. What should you do?

LESSON NUMBER 14

TASK: RACISM AND SEXISM

CONDITION: In a small group discussion environment.

STANDARD:

- Define racism and sexism.
- Identify factors in development of racism and sexism.
- Identify relationship of power bases.
- Identify examples of racist and sexist behaviors.
- Identify strategies for combating racism and sexism.

TIME OF INSTRUCTION: 1 Hour

LEAD IN: Racism and sexism are forms of discrimination which are very similar. Sexism is based on gender while racism is based on color.

1. Definition. Personal racism or sexism is an attitude of superiority, coupled with an act to subordinate an individual, because of their race or gender.

2. Factors in the development of racism and sexism.

a. Contact between racial and ethnic groups is nearly as old as human life itself. People have always migrated from area to area. These migrations were for various reasons, but regardless of the reasons, these migrations resulted in contacts with different cultures.

b. Social visibility. With contact, comes social visibility. Society likes to categorize things, to include people. The easiest way to categorize people is through obvious traits. Something visual, such as skin color; names, i.e. Jewish, Hispanic, Polish; language, or other features such as folds of the eyes, are all traits that make categorizing people simple to do. Cultural habits such as what we eat, how we prepare meals, celebrations, what utensils we use, all can play a factor in social visibility differences. It is common to take the position that “different means wrong.”

c. Unequal power. Whoever has the power can control resources and make policies. The group in control develops a feeling of superiority.

d. Ethnocentrism is a belief that one’s own ethnic group is superior to all other groups. If this group also holds the power - likely the majority - then this belief can become even more damaging to the minority groups.

e. Competition. When everyone wants a piece of the pie, some are likely to get a bigger piece than others. Generally, it will be the group in power who gets the bigger piece.

f. Stereotypes. We learn our stereotypes from parents, schools, peers, and the media. Stereotypes maintain prejudice.

g. Sex-role socialization. This is the process by which males and females learn to display appropriate behavior for their sex. In learning these roles during sex-role socialization, we also acquire attitudes and values associated with these roles.

3. *Personal racist and sexist behaviors.* Some behaviors that we observe, on a daily basis are actually racist and sexist behaviors. Let's look at a few of these behaviors and discuss their impact on minorities and women.

a. Paternalism. This behavior takes the form of acting 'fatherly' or over-protective of someone. Frequently, this behavior will take place toward a female, and when it does, can be a form of sexism. It may imply that the woman is incapable of doing her job, or surviving without the man taking her under his wing and helping her along.

b. Ignoring. Discounting what an individual says because they are a minority or a female.

c. Speaking for. Not letting people speak for themselves. When someone asks a direct question of them, interrupting and answering the question yourself.

d. Testimonials. "I am not prejudice, some of my best friends are black" (or women or any other minority group).

e. Ethnic, racist, or sexist jokes. This area is pretty self-explanatory and does not require elaboration or clarification. They only continue to reinforce stereotypes.

f. Frequent interruptions. This indicates that you don't take what someone is saying is being important. You have a 'better grasp' or understanding of the points they may be making and feel compelled to make sure you make it clear what 'needs' to be said.

g. Stereotypical language. Speaking in terms that use statements, which indicate or reinforce the stereotypes about the group you are talking about. A statement like: "all women are just too emotional to handle the stress filled command environment."

h. Titles and ranks. Calling minorities and women by their first names while addressing majority members (males) by their titles or rank.

i. Denying opportunities. Simply put, providing more beneficial jobs, positions, or assignments to majority members than to minority members.

4. *Factors that support racism and sexism.*

a. Reference groups. Groups or association with like attitudes and like values. Examples include the Ku Klux Klan and some fraternal organizations. These reference groups enable people to associate with people that have the same attitudes as they do.

b. Conformity to norms. Some individuals find it easier to conform to the standard norm of the group than it is to challenge the attitude.

c. Self-fulfilling prophecy. We can influence the behavior of another person by expressing our expectations of that person. If we assume that because a person is a minority, they will not achieve the same level of competence as a majority member, frequently, that is exactly what appears to happen. While there are many factors that may factor into this phenomenon, the whole concept is called the 'self-fulfilling prophecy'.

d. Pro-sexism. Accommodating sexist behavior by reinforcing it, rather than questioning, checking, or opposing it.

5. *Strategies for combating racism and sexism.* While nothing is likely to completely eradicate racism and sexism, there are things we can do to minimize their affect on our units.

a. Awareness. To make a difference in these areas, we must be aware the potential for both racism and sexism exist. We must also make a conscious effort to look for problems or problem areas in which either or both could happen.

b. Education. Education empowers people to recognize behaviors related to racism and sexism. Individuals can then reflect and check their own behaviors and attitudes.

c. Legislation. This not only refers to the 'laws of the land' relevant to racism and sexism, but also to the standards and policies implemented within your unit.

d. Participation. This refers to taking part in activities in which you interact with members of different races and genders.

e. Self-analyze. Often, one of the hardest things a person must do is to be honest with themselves. If we harbor prejudices and fears about other groups, it is best to be able to acknowledge that to ourselves. Only then can we figure out what steps we need to take to overcome these attitudes and beliefs we hold.

f. Acknowledging and understanding differences. We are each different. This holds true among our own race and gender, we well as between races and genders. If we can simply accept that we are different, and that one characteristic isn't necessarily wrong or better, then we'll be well on the road to having a better understanding of those who are different than ourselves.

g. Commander's responsibility. The commander is responsible for his or her command climate. He or she needs to know if there are incidents of racism or sexism in order to take appropriate actions.

6. *CLOSING:* During this block of instruction we have learned that racism and sexism has many similarities. Both can cause the mission and the unit to suffer. We have looked at ways to identify these two forms of discrimination and we have looked at ways to combat racism and sexism. How would these work in our unit?

LESSON NUMBER 15

TASK: RELIGIOUS ACCOMMODATION

CONDITION: In a small group discussion environment.

STANDARD:

- Define Army policy on religious accommodation.
- Define religious discrimination.
- Discuss the elements of religious discrimination.
- Identify categories of religious practices that can conflict with military duties.
- Explain the procedures for requesting religious accommodation.
- Discuss commanders' actions on requests for religious accommodation.

TIME OF INSTRUCTION: 1 hour

LEAD IN: Conflicts between a commander's responsibility for mission accomplishment and a soldier's religious practices have existed since the United States Army was formed. Colonial legislatures usually provided for religious needs; for example, providing chaplains and time for worship. Some legislatures allowed exemption from military service because of conscientious objection. The US Army has historically made a significant effort to meet the religious needs of its soldiers. In the past, little guidance was given to commanders on how to handle religious needs, which differed from prevailing cultural norms. The commander was expected to understand the soldier's beliefs and to decide whether or not to grant permission to practice these beliefs. At times there was a conflict between the military mission and the soldier's religious requirement. When this conflict was not resolved through accommodation or administrative means, judicial or nonjudicial action became the primary way to resolve the issue. As the Army becomes an increasingly diverse organization comprised of individuals from many faiths and religions, it is important for soldiers and leaders to understand the Army's policies on religious accommodation. During this lesson you will learn about religious accommodation. As leaders you need to understand the policies and be capable of addressing any issues that may arise concerning religious accommodation and religious discrimination.

Discussion Question: What do you think about when the word religion is used?

1. Whenever the term religion is used, most people think about Church, faith, or organized beliefs. Webster's defines religion as "an organized system of beliefs and rituals centering on a supernatural being or beings." Religion is basically an outward formal expression of one's spirituality.

2. The Army places a high value on the rights of service members to observe the tenets of their respective religions. It is the Army's policy to approve requests for accommodation of religious practices when they will not have an adverse impact on readiness, unit cohesion, health, safety, discipline, or otherwise interfere with the soldier's military duties. What this means is the accommodation of a soldier's religious practices cannot always be guaranteed at all times, but must depend on military necessity.

Discussion Question: What is your definition of religious discrimination?

3. Religious discrimination is defined as: Any action, intended or unintended, that unlawfully or unjustly results in unequal treatment of a person or groups based on religion and for which distinctions are not rational considerations.

4. Religious discrimination, like other forms of discrimination, can take place in many ways. Some of the most common elements of religious discrimination are:

a. Discounting the religious beliefs of others. If a person doesn't have strong religious views, or if they have strong religious views different from yours, then it's really easy to say "My beliefs are important, yours really aren't." Or saying "You know that group over there, that's not really a religion." This type of discounting also occurs when an individual with weak religious beliefs criticizes or discounts the strongly held religious beliefs of others.

b. Religious jokes/slurs. Religious jokes and slurs are no different than ethnic, racial, or sexist jokes. It is important to be aware that religious jokes can harm unit cohesion. An example of a religious slur may be: Bible Thumper, Holy Roller, Jewing somebody down, bottom of the totem pole.

c. Compulsory services. Religious services cannot be compulsory. A unit prayer breakfast, for instance, might be categorized as a compulsory religious service if attendance is mandatory. If a soldier dies, the commander must consider whether to honor that soldier with a memorial **service** or a memorial **ceremony**. A memorial service is a religious gathering, and must be voluntary. A memorial ceremony is a unit gathering with a patriotic focus. It is a time where the unit can express its closure, grief, and appreciation for a fallen comrade. While Scriptures and prayers may be included, the ceremony must be military or patriotic in focus and design. A memorial ceremony may be mandatory.

d. Exclusionary prayer. Another way that one may discriminate is through exclusionary prayer, for example, closing a public prayer "In Jesus Name," or "In the Name of Allah."

e. Stereotyping people by their religion.

f. Not associating with people because of their religious beliefs.

g. Not making arrangements to provide alternative services. This is a failure to consider the religious or worship needs of all individuals in the unit.

h. Lack of concern. Oftentimes, individuals who belong to religious minorities are overlooked when scheduling or posting services. Also, at times, leaders may neglect their duty to provide whenever possible for the religious needs of soldiers within the constraints of the mission.

Discussion Question: What are some types of religious practices that might conflict with military duties?

5. The Army relies on cohesion, teamwork, and discipline to accomplish its mission. This sometimes requires that the mission be placed before religious practices. Some of the religious practices that can conflict with military duties include: rituals, dress and appearance, diet, and medical beliefs.

6. *Rituals or worship services.* The ritual or worship service is one of the oldest, most complex, and persistent symbolic activities associated with religion. Many religions have certain days that are more important or holier than other days. Not all religions recognize the same day as holy days. For Jewish personnel, Sabbath is sundown Friday evening to sundown Saturday. For Moslems, the key time for worship is at noon or afternoon on Friday. These times are as important to a Moslem or a Jewish person as Sunday church services are for most Christians. (Instructor note: Not all Christians worship on Sunday. Some, such as Seventh Day Adventists, worship on Saturday.)

7. *Dress and appearance.* Subject to health, safety, or mission requirements, soldiers may wear religious articles, and jewelry that are not visible or apparent while in uniform. Soldiers may at times wear religious apparel while in uniform, such as during worship services. (See Below) (Religious apparel is defined as articles of clothing worn as part of the observance of the religious faith practiced by the soldier.)

a. Application of the term “neat and conservative” is not intended to limit the wear of religious apparel during worship services or other rites and rituals distinct to a faith or denominational group. (Commanders may for operational or safety reasons, place reasonable limits on the wear of non-subdued items of religious apparel during worship services or other rites and rituals conducted in the field.)

b. Some of the factors that are considered in determining whether an item interferes with a soldier’s military duties depends on the characteristic of the item, circumstances of its intended wear, and if the apparel may impair the safe and effective operation of weapons, military equipment, machinery, pose a health or safety hazard to the wearer or others, or interferes with the wearing of proper functioning of special or protective clothing or equipment.

c. Soldiers who are denied permission to wear an item of religious apparel must comply with the prohibition pending the review of the denial by the chain of command.

8. *Diet.* Some faith groups have religious tenets that prohibit the eating of specific foods or prescribe their preparedness. These dietary restrictions are normally prohibitions against specific foods rather than requirements to eat only a few select foods.

a. Most dietary needs are easily met in a garrison environment, but accommodation is more difficult in a field or combat environment. There are selected meals-ready-to-eat (MRE) which are designed to accommodate the religious dietary concerns of most soldiers.

b. Soldiers with a conflict between the diet provided by the Army and the diet required by the soldier's religious practice may also request an exception to policy to ration separately and take personal supplemental rations when in a field or combat environment.

9. *Medical.* The fourth area that may interfere with military duties is the conflict between some religious practices and normal Army medical procedures. These conflicts include belief in self-care, prohibitions against immunizations, blood transfusions, and/or surgery. The Army's concern is with the possible effect on the soldier's health and ability to carry out assigned tasks.

a. A soldier whose religious tenets profess self-care may request accommodation of this religious practice for non-emergency situations and non-life threatening illness or injury. However, commanders and military medical facilities will determine the time constraints for the soldier to recuperate without requiring other medical care. Soldiers who refuse to submit to recommended medical treatment because of religious practices will be referred to a medical board.

b. Individuals may request temporary waiver of the Area I immunizations or nonessential immunizations while stationed in CONUS units that have no contingencies for deployment. Individuals in units with deployment contingencies will be required to maintain immunizations as required by those contingencies.

10. When religious faith and practices place soldiers in conflict with military requirements, soldiers should submit a written request to their commander for an accommodation of religious practices. In many cases, the unit commander can grant the accommodation. In other situations, the commander may be unable to grant full accommodation due to the nature of the request, the mission of the unit, or other primary circumstances.

11. Military readiness, unit cohesion, health, safety, and discipline are the commander's concerns. If the commander disapproves the request, the soldier must comply with the commander's decision. However, the commander must forward the accommodation request packet (with all chain of command endorsements and decisions) to HQDA for final decision.

12. Requests for accommodation should be submitted to the commander in memorandum format or on a DA Form 4187. The request should contain the following information:

a. The religious group with which the soldier is affiliated.

b. Statement by a member of the clergy, leader, or other members of that religious group.

c. Persons who are acquainted with the soldier and with the soldier's religious practices. A statement by the unit chaplain must be included. Review by staff judge advocate is also appropriate.

d. Type of accommodation requested.

13. Commanders who receive requests for accommodation will consider:

a. The high value the Army places on the rights of its members to observe their perspective religious beliefs.

b. If the request is sincere and religiously based. Only sincere religiously based practices will receive consideration.

c. If the requested religious practice would have an adverse impact on military readiness, unit cohesion, standards, health, safety, or discipline.

d. The religious importance of the accommodation to the requester.

e. The cumulative impact of repeated accommodations of a similar nature in the unit and the Army.

f. Whether there are alternative means available to meet the requested accommodation.

14. When determining whether a practice is based on religion, it is important to remember religious practices are not limited to the mandatory tenets of a religious group. Religious practices required by individual conscience or personal piety may warrant the same consideration for accommodation even if not based on tenets of a recognized religious group. Commanders are encouraged to refer questions about religious practices to the unit or staff chaplain and to the staff judge advocate.

15. Commanders who receive requests for accommodation may approve or disapprove the request. Disapproved requests must be forwarded through the chain of command for further action or recommendations. Requests that are disapproved should contain specific reasons for the disapproval.

16. Pending a decision on the soldier's request for accommodation, commanders should consider one of the following interim measures:

a. Excuse the soldier from duties or activities that conflict with the soldier's religious practices because of the nature or hours of those duties or activities.

b. Require the soldier to perform alternative duties that do not conflict with the soldier's religious practices.

c. Require the soldier to perform normal duties during hours that do not conflict with the soldier's religious practices.

d. Grant the accommodation temporarily until a final decision is made.

17. When the commander does not approve requests for accommodation, and continued conflict between the unit's requirements and the soldier's religious practices is apparent, administrative action may be requested. These actions may include but are not limited to reassignment, reclassification, or honorable separation.

18. The Army will not entertain requests for religious accommodation of personal grooming standards (hair length or beards). With the exception of Sikhs who have been in continuous military service since 1985 (and who were granted accommodation prior to that time), the standards of AR 670-1 apply to hair and other grooming practices.

19. CLOSING: The Army places a high value on the rights of individuals to observe their religious tenets and practice those beliefs. If the accommodation can be made, then the request should be granted. However, there are times when the accommodation cannot be approved, as it will have an adverse impact on the unit mission, cohesion, health, safety, discipline or readiness.

LESSON NUMBER 16

TASK: “THEY WOULD HAVE ISSUED YOU ONE”

CONDITION: In a small group discussion environment.

STANDARD: All participants will explain the relationship between family concerns and duty performance in the context of a military unit.

The number of married personnel in the Army continues to increase. Army family members are an overwhelmingly positive contribution to the Army. At times, however, conflicts arise between family and duty. A recent Army study indicated that military spouses remain very concerned about unplanned time away from home in garrison environments.

Discussion questions: How many of you are married? How many have kids? What positive effects has the Army had on your family? Have there also been stresses? What are they?

We are now going to review the following situation, about an extremely good NCO, SFC Washington. SFC Washington is NCOIC of his section, jumped into Panama with the 82nd, went to Desert Storm, Somalia, and Haiti; and has just returned from a six-month deployment to the Sinai. He is married, and this situation takes place on his daughter’s seventh birthday.

As SFC Washington prepares to leave for the day, 1LT Blumquist walks in. He is SFC Washington’s OIC. He informs SFC Washington that another NCO has come down sick, and that SFC Washington will need to stay tonight and pull sergeant of the guard. (SFC Washington knew that he was up for that duty the next day, in this unit it comes around about every five weeks.)

SFC Washington explained to his OIC that his daughter was having a birthday party, which he promised that he would attend. The OIC, who was single, was less than impressed; and explained to SFC Washington that duty was duty, he was next on the list, and that his daughter would have many more birthdays. SFC Washington replied, rather heatedly, that he had missed three of his daughter’s birthdays in a row because of deployments, and that a last minute change in a routine duty roster was not a good enough reason to miss another birthday, especially as he had looked his daughter in the eye that morning and promised he would be there.

The OIC told SFC Washington that he understood that SFC Washington had personal problem, but that battalion policy was that when an NCO could not report for duty, that it moved to the next name on the list, and that if he didn’t pull duty that night someone else would have to. The OIC then reminded SFC Washington that soldiers work for the Army 24 hours a day, that there was not a lot of time to discuss this matter further, and that he needed to call his wife and report for duty in 45 minutes.

Two months later, the Company Commander asked the company 1SG why SFC Washington, a fine soldier with an absolutely outstanding record, who would certainly reach the rank of SGM if he stayed in the Army, was not reenlisting.

Discussion Questions:

How could this situation have been handled better?

Should SFC Washington have made that promise to his daughter?

Should the OIC have taken a different approach? If so, what?

Assuming that (a) the NCO who went off the roster was really sick, (b) someone really did have to pull duty that night, and (c) that the OIC correctly understood battalion policy, what are the rights and wrongs of this situation?

If you were the OIC what would you do?

If you were SFC Washington, what would you do?

What do you think is the correct balance between duty and family concerns?

Are there situations like this in your unit? How are they handled?

LESSON NUMBER 17

TASK: VALUES, ATTITUDES, BEHAVIORS, AND SELF-AWARENESS

CONDITION: In a small group discussion environment.

STANDARD:

- Define Values, Attitudes, Behaviors and Beliefs.
- Explain the importance of beliefs, values and norms.
- Explain the value system and the significance of the socialization process.
- Explain cognitive dissonance and ways to reduce it.

TIME OF INSTRUCTION: 2 Hours

LEAD IN: The Army is probably the largest and most diverse organization in the country with an ethnic and racial makeup most reflective of American society. Each soldier brings a set of values and attitudes that have been cultivated over many years. Additionally, these values and attitudes are still being shaped and refined with each new experience. Many of you have strong memories about recent events in your lives, such as promotion, schooling, a new baby, or a transfer. These events and ones yet to come, serve to shape your values and attitudes for the future. However, values and attitudes do not automatically change just because someone puts on an Army uniform. Some values and attitudes, when coupled with a lack of awareness, or insensitivity about others who are different from ourselves, can produce confrontations, anger, and even violence. It is imperative all soldiers and civilian employees recognize and manage their differences so they do not interfere with the Army's mission effectiveness or ability to fight and win on the battlefield.

PART I. VALUES

1. Values. Values are attitudes about the worth or importance of people, concepts, or things. Values influence your behavior because you use them to decide between alternatives. Values, attitudes, behaviors and beliefs are cornerstones of who we are and how we do things. They form the basis of how we see ourselves as individuals, how we see others, and how we interpret the world in general.

Discussion Question: Ask the students to give some examples of values. (Examples are; money, friendship, justice, human rights, and selflessness.)

2. Your values will influence your priorities. Strong values are what you put first, defend most, and want least to sacrifice. Individual values can and will conflict at times. Example: If you incorrectly reported a patrol checkpoint, do you have the moral courage to correct the report even if you know your leader will never discover you sent the incorrect report? In this situation, your values on truth and self-interest will collide. What you value the most will guide your actions.

In this example, the proper course of action is obvious. There are times, however, when the right course of action is not so clear.

Discussion Question: Ask the students if they can identify the 7 Army values.

3. The seven Army values that all soldiers and leaders are expected to know, understand, and follow are:

a. *Loyalty*. Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other soldiers.

b. *Duty*. Fulfill your obligations.

c. *Respect*. Treat people as they should be treated.

d. *Selfless Service*. Put the welfare of the nation, the Army, and your subordinates before your own.

e. *Honor*. Live up to all the Army values.

f. *Integrity*. Do what's right, legally and morally.

g. *Personal Courage*. Face fear, danger, or adversity (Physical or Moral).

4. *Value system*. Everyone has a value system. A value system is a set of values adopted by an individual or society influencing the behavior of the individual or members of the society, often without the conscious awareness of the members of that society. One of the problems all soldiers must learn to deal with occurs when they perceive something that contradicts between the Army values and their own value system. Oftentimes it is rejected as having no importance. The goal is for soldiers to adopt the seven Army values as the basis for their own value system. This may not happen overnight, but all of us should seek to use the seven Army values as our own.

5. *Values systems normally are comprised of six categories*.

a. *Personal values*. Personal values established traits that are representative of an individual's moral character. These may have an order of importance to us such as; honesty, responsibility, loyalty, moral courage and friendliness. The values people have integrated into their character are made apparent by their attitudes, beliefs and actions.

b. *Social values*. These may include social responsibility, loving interpersonal relationships, social consciousness, equality, justice, liberty, freedom, and pride in "our country." A social value is learned. It involves one's relationship to society. For example; many parents teach their children what they perceive to be right from wrong, and what goal to work toward in their lives. To further explain, social values can be divided into four classes and they are:

(1) Folkways - values people accept out of habit.

(2) Morals - morality which governs values.

(3) Institutional - ways or practices set up under law.

(4) Taboos - the emphatic “do’s” and “don’ts” of a particular society.

c. Political. These include loyalty to country, concern for national welfare, democracy, the “American Way,” public service, voting, election and civic responsibility.

d. Economic. These are identified through such mediums as equal employment, stable economy, balancing of supply and demand of goods, money, private property, pride of ownership, and contrary to the beliefs of some people, taxes.

e. Religious. These are characterized by reverence for life, human dignity, and freedom to worship. Religious values are indicated by the expressed belief in a supreme being, or another force beyond the comprehension of people.

f. Socialization. Socialization is the major source of an individual’s values. These values are formed in the home, schools, peer groups, neighborhoods, communities, jobs, churches or synagogues. Through these institutions, a behavior code is given and people not only learn what is expected of them, but they build their own value system.

NOTE: Ask students to give some examples of above value systems. Discuss how these values impact on student’s life.

6. *Values grow from a person’s experiences.* Different experiences produce different values, and a person’s values are modified as those experiences accumulate and change. It is a lifelong process that incorporates an elaborate system of rewards and punishments from significant others and society in general. Experience is the major source of and individual’s values.

NOTE: Now that we understand the definition of values, let’s look at values as the foundation for leadership and soldier-ship. Leadership is based on ‘BE-KNOW-DO.’ The “BE” aspect relates to the values and attributes each soldier has as a person. The “KNOW” aspect relates to skills the soldier possesses. The “DO” aspect relates to the action a soldier takes.

7. *Let’s take some time to discuss examples of how the seven Army values relate to life as a soldier on a daily basis.*

NOTE: Ask the soldiers to identify which Army Value are being applied in a particular situation. There may be more than one answer to any situation. Use this as a basis for continued discussion based on specific situations in your unit or organization. It is recommended that you

use only examples of desired actions. Analyzing which value failed in a situation can be productive if you explain what should have happened.

- a. Arriving a little early to formation. (Duty, Honor, Loyalty)
- b. Successfully negotiating the tough one obstacle while in Air Assault School. (Courage and Duty)
- c. Working to complete the repair of a Pacing Item to maintain unit readiness. (Selfless-Service, Duty, Loyalty, Honor)
- d. Working as a team to complete a task. (Loyalty, Duty, Respect)
- e. Using language in the work area that offends no one. (Respect and Duty)
- f. Properly recording a PT test score and height weight data. (Honor, Duty, and Integrity)

NOTE: With the above as samples, make up additional examples that will be meaningful to your unit. Also show the video “Living Army Values” if available.

PART II. ATTITUDE, BEHAVIORS, AND BELIEFS

Discussion Question: Ask the students to define the term “attitude.”

1. Webster’s Dictionary defines attitude as a state of mind or feeling with regard to some matter; a disposition. In other words, an attitude is our tendency to evaluate some symbol, object, or aspect of our world in a favorable or unfavorable manner.

2. *Once an evaluation of an attitude has been made it becomes a belief.* An attitude or belief cannot be seen or touched. My attitude belongs to me and only I can change it. I can be influenced to change, but only after I overcome some of the barriers to change. Attitudes are also more difficult to hide or disguise as they can be reflected in conscious or unconscious actions. For example; if I have an attitude about staying on the job long after quitting time because I believe that was a good work ethic, I may expect you to stay with me even though your work was done and you wanted to go home to your family. I may say you have a bad attitude because we differ about working hours.

3. *Attitudes are learned.* This learning usually occurs gradually through many different kinds of experience or as the result of a particularly powerful emotional experience. Most attitudes are learned from those experiences can be favorable or unfavorable, pleasant or unpleasant, and the resulting attitude ends up as negative or positive. Social environment plays an important part in shaping attitudes. We may reflect attitudes from others such as; parents, friends, leaders or persons of prestige. We may acquire them from the cultural influence of a certain geographical area such as; a farm, small town or slum. Also, age, position and education may affect attitudes.

4. In the early stages of development, attitudes can be changed by new experiences. In later stages of development, attitudes have a tendency to be fixed and difficult to change. Attitudes, once formed, make up a frame of reference for a person's actions. Attitudes may cause a person to do things that do not seem to be based on any logical reason. Not all attitudes can be easily changed. Those, which involve strong emotional factors (religion, politics, and race), are difficult to change. However, most attitudes can be changed to some degree by providing new conditions, new experiences and new information.

5. *Behavior is the result of a person's reaction to a situation, group or person.* That reaction depends on what the situation is, and how that person interprets the situation. If several persons were placed in the same situation there probably would be varying reactions to the situation. This would occur because each person may see that situation differently. Such differences are expressed in attitudes.

6. *Group behavior is an extension of individual behavior.* If we are to direct the efforts of a group, we must understand and influence individual behavior. Also, by understanding human behavior, we can analyze, predict and influence that behavior. Because of the impact of differing cultures, classes, ethnic backgrounds, intelligence, and family characteristics, variations occur in what people believe and how they behave. A mistake we often make is to fail to note these differences and appreciate them.

7. The difference between a forced change and an induced change is that induced behavior change generally is most lasting. If a person is persuaded to behave opposite to their private attitudes, they will be more likely to modify their attitudes. If forced change, the attitude change is less likely to last. Behaviors can be changed, but attitudes may not. For example; I may not like to do PT and have a negative attitude towards PT; however, to set example (as well as avoid punishment) I go to formation and do PT. In our day-to-day living, all of us work and deal with different attitudes and behaviors. We must remember that attitudes and behaviors work hand in hand.

8. The Betari Model can best explain the relationship between attitude and behavior:

- a. My attitude affects (influences, impacts) my behavior.
- b. My behavior affects (influences, impacts) your attitude.
- c. Your attitude affects (influences, impacts) your behavior.
- d. Your behavior affects (influences, impacts) my attitude.

NOTE: There is a continuous chain relationship between attitude and behavior.

9. *Cognitive dissonance.* Cognitive dissonance is a state of internal tension that results from an inconsistency between any knowledge, belief, opinion, attitude, or feeling about the environment, oneself or one's behavior. It is psychologically uncomfortable.

a. Cognitive - being reduced to factual knowledge; act or process of knowing including both awareness and judgment.

b. Dissonance - lack of agreement, inconsistency between one's actions and one's beliefs. Example: CPT Jones is unhappy that women are assigned to his unit because he thinks women cannot function under stress in emergency situations. One woman functions well during an emergency. CPT Jones experiences cognitive dissonance.

Discussion Question: No one likes to feel uncomfortable, physically or mentally. Therefore, people try to reduce the uncomfortable feeling. How would you?

10. There are many three primary methods individuals use to reduce cognitive dissonance. They are avoidance, denial, and change.

Discussion Questions: Ask the students to identify an example of each method. Example may include Avoidance: Avoiding situations that increase or maintain dissonance. CPT Jones delegates responsibilities so as not to come in contact with females, or asks for a transfer to an almost all male unit. Denial: Pass the experience off as an exception to the rule. CPT Jones may pass this situation off as an exception. Change: Change the stereotype. Well, I thought females could not perform under stress, but I was wrong. How many of you have attempted to change something about yourself?

11. Beliefs are assumptions or convictions you hold as true about something, concept, or person. They can range from the very deep seated beliefs you hold concerning such things as religion and the fundamentals upon which this country was established, to recent experiences which have affected your perception of a particular person, concept, or thing.

12. Beliefs, values, and norms are like traffic control system; they are signals giving direction, meaning, and purpose to our lives. Examples: Many soldiers throughout history have sacrificed their lives to save friends, or help their unit accomplish a mission. These brave, selfless actions include blocking exploding grenades, personally taking out enemy fighting positions, and manning key positions to protect a withdrawal. Beliefs and values motivate this kind of heroic self-sacrifice. The motivating force may be the soldier's belief in the importance of retaining his personal honor, of saving a buddy, of helping the unit, of serving a cause, or a combination of these.

13. *Norms can fall into one or two categories:*

a. Formal

b. Informal

14. Formal norms are official standards or laws that govern behavior. Traffic signals, the Uniform Code of Military Justice, and Geneva Conventions are formal norms that direct the behavior of Americans soldiers. They dictate what actions are required or forbidden. Uniform regulations, safety codes, and unit SOPs are also formal norms.

15. Informal norms are unwritten rules or standards that govern the behavior of group members. An example would be a combat patrol, where the commander stresses the informal norm that casualties are never to be left by the rest of the patrol. At the root of this norm is a shared value about the importance of caring for each other. The soldiers find comfort in knowing they will be cared for if they became casualties.

PART III: CLOSING

Most of the ideas and concepts we discussed today are not new. Understanding the importance of your own values and attitudes and how they affect others are imperative when communicating with your commander, other soldiers, family members and civilians. To be effective, you must be able to understand other's value systems and their impact on human behavior. Nothing has more impact on career success than one's attitude. Attitudes have a strong impact on every aspect of your life. Your role as a leader is to work with your unit in order to increase the unit's cohesion, effectiveness and mission. By knowing yourself and how we interact with others is necessary for you to accomplish your mission. Are there any questions on anything we've discussed?

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Army Values

Loyalty

*Bear true faith and allegiance to the
U.S. Constitution,
the Army, your unit, and other soldiers.*

Duty

Fulfill your obligations.

Respect

Treat people as they should be treated.

Selfless-Service

*Put the welfare of the nation, the Army, and your
subordinates before your own.*

Honor

Live up to all the Army values.

Integrity

Do what's right, legally and morally.

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